Break

Trojan horse

What is ostensibly a small voluntary get-together for a group of young people who want to study Latin, Greek and classical literature run by a group of teachers "who enjoy reading the classics", is being watched with more than usual sympathy and attention by the Inner London Education Authority.

At 10 o'clock last Monday morning 45 students mostly from London secondary schools—all but one of them aged 16 or over—started work with seven tutors at the fortnight-long London summer school in classics at Camden Girls School. By 10.45 the ILEA's staff inspector for secondary education, Trevor Jaggar, had arrived to see what was going on.

The summer school, the first to be held in London, is modelled on the Joint Association of Classical Teachers' successful Cheltenham summer school, now in its ninth year. The 150 places in the Cheltenham school, which is residential, are now over-subscribed and Mrs Carol Handley, headmistress of Camden, and her husband, Professor Eric Handley (University College, London) thought it worth testing demand for a non-residential school in London.

They are gratified to find so many takers, particularly as the fee is £15 and it cannot be paid by the local authority—though individual schools can make grants to their pupils. The ILEA has backed the project to the extent of paying to keep Camden open for the course, paying the students' fares and making transport to lectures available. The school has supplied four tutors, University College three.

It seems a safe guess that if the school is a success, it will join a list of short-term intensive study courses in what are diplomatically described as "minority subjects" as possible candidates for more permanent ILEA backing. The intensive languages courses in German, Italian, Spanish and Russian run earlier in the month at the South Bank and the Central London polytechnics are other candidates and, according to Mr Jaggar, computer studies, history of art and architecture are other possibilities.

From September one of the ILEA's advisory heads, Dr Edward Conway, will be charged with looking into the organization, timing (term or holidays) and financing (fees or free) of this kind of course. The authority will also be considering such knotty questions as how best to thread the political minefields of anti-elitism left over in London from the long battle to end 11 plus selection.

If accepted, intensive summer courses of this kind could take their place as a modest part of the authority's £60,000 summer programme. At the moment this consists virtually entirely of extra reading courses for both primary and secondary children and headstart courses for children transferring to secondary school or starting infant school.

The classics summer school, like the intensive courses in modern languages other than French, gets its impetus from the feeling among teachers—both in school and universities—that the survival of their subject is uncertain in the reorganized maintained sector and a general reluctance to be driven into beleagured survival in the independent sector.

The young people attending the Camden school, with the exception of three from Crown Woods and one from Paddington, were all from grammar, direct grant or independent schools plus a few from universities.

Most of the students were not, in fact, total beginners in classics, though Mrs Handley had hoped they would attract some. They had nearly all done some Latin, most O level—only four were beginners and all but seven joined the course to do Greek. At the advanced level, Robin Lambert from Sevenoaks, who is due to go up to Newnham in Cambridge in the autumn, had been told by the college to brush up her Greek at one of the summer schools.

Among the 10 beginners in Greek, Hugo Sands from Crown Woods had read his first sentence within the first hour. By the end of two weeks he should be reading Homer's *Odyssey* book VI, "partly because it's very attractive early Greek with a simple structure and partly because it's a mega but at literature", according to Mrs Handley.

Indeed the pleasure of classical literature pervaded the summer course in a way that it could never have done when classical languages were something to be slogged over as essential admission qualifications. This new emphasis strongly colours the JACT Greek course for 16-plus beginners which is getting its second year of trials at the summer school. Still available only in Roneod copies, the course, produced by the same group as the Cambridge classics course, plunges students straight into literary Greek.

"I don't know about Mars, but there's still no signs of life in Ic."

Morris men

Kelmscott House, Hammersmith, was opened last week as a centre for studying William Morris, who lived there for the last 18 years of his life. The Rt Hon Sir Harold Wilson, KG, OBE, FRS, MP, performed the ceremony, speaking at some length of his admiration for Morris's work and politics. Sir Harold considered Morris was "a socialist for one reason only—because he was concerned with the individual". He wondered what Morris would think of us now.

One did wonder what Morris might have thought of the decorative gathering of industrialists, lord mayors, publishers and academics, not to mention His Excellency the Icelandic Ambassador. However, they were all talking like ardent Morris-ites and, as one of the William Morris Society trustees explained, might be good for contributions to funds, which are extremely low.

Kelmscott House was the gift of Mrs Helena Stephenson, who had lived there for many years. It was in rather poor condition and perhaps something of an embarrassment to the trustees of the William Morris Society. They tried to let it "to someone who would appreciate it" but found no one prepared to appreciate it for less than a 25-year lease. So they decided to set it up as a study centre, with a visiting fellow and up to three foreign students "pursuing related studies".

The first visiting fellow, Dr Richard B. Mathews from Florida, took up residence last October with three American students. They have been not only researching and expounding, but also restoring the house somewhat. The house looks sound but has little of Morris, or indeed of anything, in it (there are 80 Morris designs belonging to the society, however). The advantages of living there might not seem very striking, but at least one of the students has enjoyed it. "You soak up a lot of atmosphere", he said, "and it's real handy for the V and A".

Next year's fellow is Professor John V. Fleming of Princeton University, who was chosen from applications from all over the world. The fellowship is worth £5,000 a year, given by the Leverhulme Trust. Three students have also been chosen, from Australia and North America, and they get no financial support from the centre. No English need apply, the centre only takes people from overseas. Some say this is to encourage foreign academics to these shores, and to send them back to disseminate knowledge of William Morris. But some say it's because of the Rent Act.

How to save £5m?

The current controversy about the move of BBC Open University Productions from their home at Alexandra Palace to a new purpose-built production centre to be built on the university campus at Milton Keynes, touches on the delicate, uncertain relationship between the two institutions.

The government has earmarked more than £5m to build the centre, but there has been no official announcement yet. Five years after the relationship between the BBC and the Open University was consummated, one would have expected that the two parties would have grown closer together in mutual respect and would now happily contemplate living together, if not under the same roof, at least on the same site.

Officially they are happy to do so, but unofficial murmurings tell a different story. The notion of a new centre was first mooted when it was feared that the BBC would be evicted by the end of the decade from Alexandra Palace (the original home of BBC television 40 years ago and later the base for BBC television News). Now the BBC can apparently stay on at Alexandra Palace, the immediate need for a move is gone.

Still, the naive observer might have expected BBC production people to welcome a brand new centre. Many, however, maintain they are perfectly happy with the facilities they have, and are afraid that inflation will seriously erode the value of the grant, limiting the facilities of what is built.

Many BBC staff are unwilling to leave London, not merely leaving their homes but also contact with professional colleagues in broadcasting and the many technical services that they now draw upon. Moreover, they fear that they will be dominated by the OU and lose their own professional identity out at Milton Keynes.

Nor is this entirely unresided: many academics share their view. One university reader in literature wrote to the university's house journal recently arguing that the OU would lose some of its finest producers and technical staff if the move took place. He also regretted decreasing opportunities for academics to work in and visit London, increasing a "feeling of cultural isolation", and he predicted "a soggier, more boring life for us all".

There is a wider issue too that internal campaigners are eager to emphasize: is there not in these peculiarly penurious times a better, more deserving use—either within the Open University generally or more generally in education—for more than £5m (the total may budgeted nearer £7m.)?

Cash crisis

One of the more interesting experiments in day care in London is in danger of collapse because it has no money.

The Children's Community Centre at 123 Dartmouth Park Hill in Highgate New Town is a three-and-a-half-year-old "radical" nursery—radical, because it was conceived by a group of people from the women's movement and because it is run collectively by men as well as women.

Parents take part in the daily activities and children help with the running of the short-life terraced property. They also help prepare their own (healthy) food and clear up afterwards.

Books and conversation deliberately challenge traditional sex roles and cooperation, equality and tolerance are held up as good ideals. Most of the children live near Dartmouth Park Hill and the others come from one-parent families.

Until now Camden Council has met all costs, their grant this year being £5,500. The centre reckons, however, that £2,000 more will be needed to survive until the spring. Camden are only offering £500 to tide them over.

To raise money, the centre is running a film benefit at 2.15 pm on Sunday. *123*, the film about the work, will be shown, and there will be a discussion on the future of day care. A playbus is to be laid on for the afternoon so that anyone with children can come. Tickets are 50p.

Aristide

Next week

Holiday notebook: Michael Marland, head of Woodberry Down School, London, will take over the back page for the whole of August.

C. Michael Darcy on teacher induction schemes.

Pamela Horn on Victorian schoolmistresses; Cynthia Mitchell on "good, old-fashioned discipline".

Marion Glastonbury looks at the essence of children's literature.

Books: Robert Shields on child development; Colin Crewdson on archaeology; Michael Hurst on social science.

TES Extra: English as a Foreign Language.

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Educational Supplement
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"Grammar, comprehensive, grammar, comprehensive . . ."

An exercise in perception and awareness at this year's "Tate Games", an art and drama holiday activity for children at the Tate Gallery, London until August 29. Picture by Robin Laurance.

Tameside: selection in September?

Teachers in Tameside say they will use proper grammar school selection tests at the beginning of next term as long as the council recognizes that a dispute exists between the teachers and the council and sets up a conciliation panel. Story and Tameside round-up page 3

Jobs on the cheap

A cut-price version of the job creation programme was announced by the Government this week. Unemployed teenagers will be given at least six months' work experience while being paid a little more than the dole. But the controversial scheme to pension off elderly workers has been postponed. Philip Venning reports page 3

No time like the past?

Pamela Horn looks back on the daily life of Victorian schoolmistresses; Cynthia Mitchell is reminded of the bad old days by the contemporary nostalgia for discipline pages 14, 15

In and out of Wonderland

Marion Glastonbury looks at the particular qualities of children's literature and tries to find the essence of the genre page 16

TES Extra:

English as a foreign language pages 19-26

Features, pages 13, 30
C. Michael Darcy on teacher induction schemes; Jill Turner on a Rudolf Steiner school; Gillian Thomas on a school for autistic children.
Foreign, page 10
Italy: fewer staff will be needed; Australia: who is to blame for truancy? West Germany: cautious reception for nuclear university entry.
Books, pages 17, 18, 27
Robert Shields on child development; Michael Hurst on changing societies; law, politics, music, literature.
Resources, page 28
Brian Richardson on Roman Britain; David Self on sport.
Talkback, page 29
John P. Wynne on a poetry weekend; Peter King on creative English in the fifth form.
Arts reviews, pages 42, 43
Rosemary Hartill on dance; Robin Wood on cinema; John Peter on theatre; Christopher Griffin-Beale on television.
Leaders, page 2; letters, page 11; Parliament, page 12; Crossword, page 44.
Classified
Index 31

Mr Mulley come to judgment

One thing is clear after the House of Lords' decision on the Tameside case. The law is different from what most people in the education business thought it was. On the other hand, nobody can be quite sure yet exactly what it is until the full judgment is available in October.

The Court of Appeal decided that, if the Minister "is satisfied" that a local education authority or voluntary body is acting unreasonably, he can issue a direction but must be able subsequently to show the court that he has good grounds for being so satisfied. In the Tameside case, counsel for Mr Mulley had to detail the facts which, in his view, made the l.e.a.'s proposed course of action unreasonable. In the course of the argument, Tameside sought to show that the true facts did not fully correspond to Mr Mulley's presentation and to argue that he had, therefore, misdirected himself in reaching his decision to act under section 68.

The judgment of the law lords, when it is available, will show whether this is, indeed, now the standard test to be applied. It will also show, in some measure at least, what kind of evidence of reasonableness is to be accepted—whether, for instance, it is sufficient to show that there is some professional support, however tenuous, for a proposed course of action to be regarded as reasonable, even if it flies in the face of a more substantial body of expert opinion.

It now seems beyond dispute that the subjective character of section 68 has been removed, and that this has importance which extends far beyond the law of education. Many other statutes have used a form of words which make some action by a Minister depend on his being "satisfied" of something or other. Most of them were worded in this way with the intention of preventing the courts from going behind the Minister's discretionary judgment.

This has always been a pretty grey area. The courts consistently dislike any provision in the law which appears to lend itself to arbitrary or capricious action by Ministers, and what has happened in recent years is that they have increasingly applied general tests of fairness to Ministers in the exercise of these subjective judgments. This extension of the role of the courts has coincided with a much greater extension of the desire of Ministers to intervene—to have "policies" and the power to push them through—and therefore more risk of a conflict of rights which the courts exist to resolve.

The decision by the House of Lords must encourage further litigation in the future, and it must make the Department of Education and Science's legal advisers, who have burnt their fingers yet again, still more cautious in their view of the Secretary of State's powers. It must accentuate still more Mr Mulley's mistaken belief that if he only had more power he could make everything better.

It must have a bearing on the Bill now before Parliament, because the enforcement of the Act which is likely to emerge in the autumn depends on the Minister's general powers under the 1944 Act. But, here again, it would be wise to wait for the details of the House of Lords judgment. There is no suggestion that the law lords have repealed sections 68 and 99—it is not within their power to do so. Nor is there any suggestion that no Secretary of State can, in future, expect to bring an l.e.a. into line by issuing a direction—simply that if he seeks to do so the courts will want to be satisfied that the grounds of his action are sound.

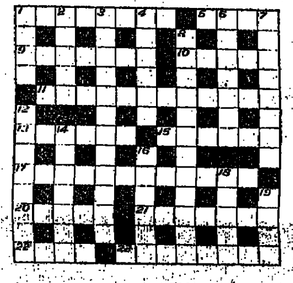
It may be, of course, that Parliament will still want at some future date to give Ministers discretionary powers which do not have to be justified in court, and that the formulae used in section 68 will be unamended in some way calculated to put Ministers' powers wholly beyond dispute. But this would raise an argument in general terms about the relationship between central and local government and statutory bodies, and between government and the individual.

Many people, whatever their view of the Tameside case, will think it no bad thing that when a Government department exercises a discretionary power to direct another elected body, it should be obliged to show that it acted reasonably and on a proper appraisal of the facts. A Minister who cannot persuade a bench of judges that he has reasonable grounds for action is unlikely to persuade a less sophisticated public either. The Tameside decision undoubtedly raises difficulties for the Minister, but since when has it been the job of the courts to make life smooth for Ministers?

No comment

Since few people approach this subject without emotion it was thought best to thrash it out with all concerned.—Mr Jack Chadderton, director of education for Newcastle, on the decision to introduce a bigger size of punishment strap, quoted in the *Newcastle Evening Chronicle*.

Crossword No 1,044



Across

1, 5 Dishy doll for Blackpool gathering? (8, 4).
9 Old time Liberal (7).
10 Maid who happily played "knock, knock, who's there" with a liberated prisoner (5).
11 How to record a leading actress on the blackboard (2, 1, 4, 5).
13 Sec 1 down.
15 Either of two who took part in a saga (6).
17 Saucy contradiction (3, 3, 4).
20 Core and I made capital out of a visit to the UAR (5).
21 He might have been brother-in-law to Hamlet (7).
22 Nautical narratives (4).
23 The ultimate in equestrian elegance in these fashionable days (9).

Down

1, 13 Heavyweights not so concerned with 23 as possibly with short races (4, 6).
2 Boy who persistently shook his head? (5).
3 Don't forget about the offertory (12).
4 Is returned with the loan on the quiet.
6 A loan may show irregularity (7).
7 Follow up activity (8).
8 Quality of Gollum's ring (12).
12 One sly chap has energy for action (8).
14 Dancing gait of drunken sailor (7).
15 "Now is [illegible] this [illegible] or dark as Hades" (King Lear) (6).
18 This marine is not a sailor in blue (5).
19 Ram-it-Too's was balmy (4).

Solution of Puzzle No. 1,043

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Maths teasers

A problem of ages

(i) Alfred is three years older than Brian, who is three years older than Charles. Find each boy's age, when Alfred's age in years is the square of Charles' age in years.

(ii) If the problem had been that A is n years older than B, who is n years older than C, and A's age is the square of C's age, for what integral values of n is it possible to find the ages of A, B and C? (You may assume that A's age is an integer not greater than 100.)

(iii) Show that for every possible value of n, B's age in years is a triangular number (if the form $\frac{1}{2}m(m+1)$).

Days, years and squares

(i) A boy born in 1904 discovered when in his teens that in 16 years time the year would be a perfect square number. (a) How old was the boy when he made this discovery? (b) In what year would his age next be a perfect square?

(ii) There are 365 days in a non-leap year. Show that 365 can be expressed as the sum of two squares in two different ways, and as the product of two prime numbers, each of which is the sum of two squares.

(iii) In how many ways can the number of years in a leap year be expressed as the sum of three square numbers?

(iv) What is the nearest number to 365 which can be expressed as the sum of two square numbers, and as the product of two prime numbers, each of which is the sum of two square numbers?

(v) What is the smallest square number that can be expressed as the sum of three different square numbers?

(vi) Show that the square of every multiple of 3 can be expressed as the sum of three square numbers.

Old Crock's race

A vintage car can average 8 mph in the Old Crock's race from London to Brighton, a distance of 50 miles. A modern car that can average 40 mph left London later and overtook the vintage car at Horsham. How far apart were the cars a quarter of an hour before they reached Horsham?

Rattling the dice for doubles

In a game two dice are thrown together: the first throw produces a double six, the second a double four, and the third a double three. What is the probability that the fourth throw will produce a different double from the first three throws?

Striking clocks

Two clocks start striking simultaneously at noon. One completes its 12 strokes at the same time as the other makes its eighth stroke. Does their striking coincide on other strokes?

D. B. Eperson

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The road to Scotland

The second White Paper on devolution which was published on Tuesday brings the stormy Parliamentary struggle over a devolution Bill one stage nearer. It still leaves a lot to be revealed later—most notably the proposals for English regional government, which the Government appears to believe to be a necessary corollary to a new deal for Scotland and Wales. Mr Michael Foot repeated that an English White Paper will appear in due course, but not yet.

As Ministers wrestle with the real need to make changes which satisfy Scotland (and are not too unsatisfactory for Wales), the likelihood of replacing one set of grievances with another set, better articulated, grows with every tantalising glimpse of the future. The financial issue will be highlighted annually with acrimonious negotiations between Scotland and London about the block grant which is to finance the activities of the Scottish assembly.

In the first place, this will show that Scotland already gets a considerably higher per capita income from the United Kingdom purse than England; and just as the political pressure at every rate support grant negotiation between central and local government is to persuade the central government to put more into the kitty and underwrite local overspending, so the same process will take place, inflamed by nationalist sentiments, between the Treasury in Whitehall and the Scots.

The Government has held to its view that Scottish universities should remain with those of England and Wales under the University Grants Committee. This accords with the prevailing sentiments in the Scottish university establishment. But to many Scots, the instinctive desire of their universities to remain inside the UGC net is symptomatic of an attitude of looking over their shoulder to England which they want to end with devolution. And, of course, if the Scots wanted to take advantage of their more compact size and greater homogeneity to work out a new Scottish solution to the binary riddle, they certainly could not do so if the Scottish universities could run headlong to London for protection.

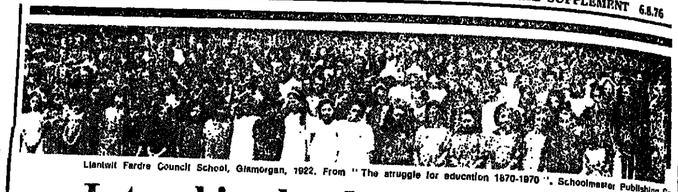
Whether all of this is simply academic—because the Government will find it has no majority for a Bill along these lines—remains to be seen. What does become increasingly obvious is that devolution for Scotland could be as destructive an issue for Mr Callaghan in his time as Home Rule for Ireland once was for Mr Gladstone.

TUC curate's egg

There is much good sense in the TUC working party's report on the arts (page 7), but also much that is downright silly. The authors are, of course, right to emphasize the importance of day release and the adult education service, and to press for the implementation of the Russell report. They rightly express concern about the rundown of commercial theatre, and they argue with some appropriateness that those industries which make their profits from musicians and actors should contribute more to the training and general well-being of these professionals. They point to the integral part which all local authorities should play in fostering amateur acts, and they are very strong on arts in a "community" context.

But in other respects this wide-eyed group really should follow the lead given, in economic matters, by increasing numbers of their colleagues, and come down to earth. If their demand that public spending on the arts should double in real terms over the next five years is a serious one, it is ridiculous. Life being as it is, Peter is always robbed to pay Paul: the working party cannot decently ignore, when making pronouncements of this kind, more immediate priorities—the plight of the health service, housing, public transport, any of which would probably take precedence in the opinion of most trade unionists. Similarly, it is hard to imagine local authorities leaping at the report's suggestion that they should halt the closure of cinemas by buying them.

For all their talk about the exclusion of "workers" (a term which has a depressingly exclusive ring) and "ordinary people" (as opposed to extraordinary people P) from the bastions of culture, the working party are, of course, compelled to note that the arts in some ways are now flourishing in this country, and emphatically not just within an "elitist" class. The situation could be still better, but it is really not that bad.



Llanlwit Fardre Council School, Glamorgan, 1922. From "The struggle for education 1870-1970". Schoolmaster Publishing Co

Is teaching harder than it was?

Joyce Skinner

It might be expected that general unemployment and the post-Houghton pay scales would attract more candidates to teaching and that the reduction in the number of places would allow the training institutions to choose only the really able and well qualified. But this appears not to be so. By a curious social chemistry, the number of "acceptable" candidates left in the clearing house pool in September each year remains about the same.

Indeed, in 1975 the target numbers for a college entry of 30,000 were not even reached and there are signs that there will be few to spare in 1976, even though the target numbers have been reduced to 20,000. A similar pattern exists for post-graduate courses.

The reasons for this state of affairs are complex and may involve many factors outside education altogether. There is evidence, however, that some of our best young people are not attracted to teaching because they think it is too difficult and too demanding (especially in secondary schools) and likely to become even more so.

A recent paper presented to ACSTT, the committee which advises the Education Secretary on the supply and training of teachers, by some of the secondary teachers' associations confirms this. Good, able, responsible, sensitive young people have doubts about their ability to cope with life in large institutions and fears of classroom violence and mixed ability grouping. They also have doubts about the intellectual and political confusion that surrounds the purposes of schooling and they sense a personal danger in the growing demand for public accountability in a time of such confusion.

Some of these same young people are attracted to social work, other forms of work with the young or even to careers in special education where these issues are far less sharply focused, where schools are small, staffing ratios and staff support more generous, purposes reasonably clearly defined and publicly acceptable and where public opinion itself warms to a professional which is seen to be showing compassionate concern for individuals with a visible and measurable handicap.

Public opinion, however, does not appear to be sympathetic to those whose professional concern for the ordinary young who have no such visible or measurable handicap. Indeed the general public appears to have little understanding of the skill and nervous energy exacted by such concern.

Are these young people right in supposing that teaching is more difficult than it used to be? Have we in fact making more demands on our teachers now than we have ever done before? A superficial reading of social history suggests we are not. If I reflect on my 50 years in the education service, I am tempted to think that a teacher's lot in the 1970s is no more difficult than it was in the 1920s.

In my elementary school the usual class size was 40 to 50, there was little equipment, books were scarce, classes contained a wide range of ability and a fairly broad range of social and economic background which included children of comfortable lower middle class families, skilled manual workers, the unskilled, the unemployed, the undernourished, ragged and lice infested dwellers of the waterside slum, and the occasional gypsy or canal boat family. The school itself was dark, some classes were separated only by curtains, there was no staff room and the lavatories were indescribable.

Further back into the last century Chuter Ede in his first year of teaching was coping with a class of 83 while in the 1860s demands were being made on teachers by both the British and bewildered newcomers to the manufacturing towns and the sharp-witted street arabs of the city slums. Kay-Shuttleworth vividly described both kinds being "netted in shoals" into the schools and quotes from his long personal experience of the tasks faced by teachers in having to "civilize and Christianize" them.

By comparison the task of the modern teacher seems modest. And yet despite new buildings, better equipment, smaller classes, improvements in cleanliness and diet and the virtual end of the crudest forms of physical poverty (there were still a few children at my school without shoes when I was a child), teaching is just as difficult as it ever was and maybe even more so.

The demands we make on the teaching profession increase every year. Educational demand feeds upon educational provision. Improved and widespread education raise expectations in one generation that are satisfied only by further and better education for the next. Parents who get a taste for basic education demand longer years of schooling and a broader curriculum for their children. The broader curriculum reflects the expansion and differentiation of knowledge that accompanies rapid social and technological change.

Teachers in fact have to know more because there is more to be known. They also have to know more because the children themselves absorb knowledge every day through the media. The teacher can no longer exercise control through possessing a superior body of knowledge, nor can he survive without making strenuous and continuous efforts to keep up to date. Every year the capital he acquired through his own early education and his initial training becomes one more year out of date, not only in terms of knowledge but also in attitudes and techniques. Some of the problems for him as a teacher, of the mobility of immigrant children across the world, creates problems for everyone—in terms of language, social custom and educational tradition.

Inherent in the whole educational system is a problem of social class mobility. The teaching profession is a major agent of social mobility; it is a major means of recruiting able members of the working class into the professional bourgeoisie and hence tends to be a somewhat self-consciously middle-class profession expected and expecting to inculcate middle-class manners, values and speech. Recent work on language has uncovered for us the communication problems that exist in the classroom by the nature of the profession. Can teachers be too highly educated for the job? It is interesting that the nineteenth century clergy and squirearchy certainly thought so.

The job of the teacher has never been easy, but rapid social and technological change appear to make it more difficult as more is expected of the school system and the teachers in it. The greatest challenge, however, may still be to come as school itself is fast becoming the major battleground for the conflicting values of an open and plural society. There have been skirmishes in the past but open warfare in the classroom has on the whole been avoided largely by creating separate schools for separate ideologies and for separate class interests.

As long as conflicts were between systems, whether denominational or classed-based, the individual teacher was protected by the system in which he worked and with which he could identify. He was rarely subjected to the stresses of operating in the very arena where social, cultural and political values can be (and often are) in open conflict. This new situation, particularly in the secondary school, requires of the teacher both knowledge of the world and sympathetic insight into the problems of youngsters but above all demands of him self-knowledge, self-acceptance and confidence of a high order.

The present level of public investment in the creation of a common school system at both primary and secondary level is already raising, in an increasingly inflamed atmosphere, public conflict and debate about what schools are for and to whom the teachers are responsible. The Tyndale inquiry raised all the issues of accountability and leaves the individual teacher exposed and vulnerable in the crossfire between pressure groups and rival ideologies. In an open and plural society, moreover, half a million teachers will hold conflicting convictions and belong to rival pressure groups; they themselves will be at the centre of the great debate and in an open society cannot be expected to be of one mind.

This alone requires us to scrutinise very carefully any proposals to limit unduly public investment in the further training and re-education of teachers. Teachers need the opportunity to reflect upon their experience and prepare themselves for a proper accountability. When there is added to this the need to keep up with a rapidly changing school system and a curriculum that is groping after meaning as well as relevant skills, the case for a high level of teacher training, an appropriate induction programme and at least the White Paper provision for in-service education seems overwhelming.

If in the future there is to be less investment in education then less must be expected of it and we in the profession might be forgiven for looking for a more precise and less ambitious definition of the role and function of the school than that which both the government and the public seem to require.

For example, the small nuclear family, working mothers and high-rise flats require infant teachers to teach children not just to read how to speak; and secondary and junior teachers to provide elementary education in personal relationships. The violence and boredom of the concrete jungle require teachers at all levels to inculcate moral standards usually without support from either the media or the local community because much on the media is itself violent and amoral and the local community can hardly be said to exist.

This stress and challenge is compounded by geographical and social mobility. In a slower society, teachers tended to be locally recruited and locally trained and tended to have less difficulty in communicating with local children because they understood the local language and the local social assumptions.

Letter to the Editor

Jobs for the BAs

Sir,—Many *TES* readers who are interested in the selection and subsequent welfare of undergraduate students will have been concerned by a recent BBC *Panorama* Programme on graduate unemployment. As the film was shot at my own university and I was involved in the programme, it may be useful if I attempt to correct an impression that may have arisen that graduate unemployment is both widespread and demoralizing.

For the vast majority of students this is not the case. At Keele, as elsewhere, students find that in a difficult employment market a degree not only offers a valuable entrée to a wide range of occupations that would be closed without it but also an increasingly privileged entrée to many more. In teaching the position of trained graduates aiming to work in secondary schools and colleges of further education is still remarkably attractive.

Our experience at Keele is that those who have taken their professional training courses concurrently or subsequently to their degree studies have had a particularly good year. The vast majority of all our students who sought teaching posts have obtained what they wanted and the proportion obtaining first appointments with departmental responsibilities is in excess of that of recent years. In teaching, as in many other occupations, the evidence at Keele strongly suggests that a degree is still a very usable asset.

JOHN EGGLESTON,
Keele University.

More letters, page 11

Work schemes to aid 60,000 jobless teenagers

by Philip Venning

About 60,000 unemployed teenagers should benefit from the latest batch of emergency measures announced by Mr Albert Booth, the Employment Secretary, in the House of Commons on Tuesday.

The measures (as foreshadowed in the *TES*) consist of a work experience scheme, an increase in training places, and a doubling of the special subsidy to employers taking on extra young people.

A controversial scheme to encourage older workers to retire early and give up their jobs to young people is still under urgent consideration.

Before announcing the new measures Mr Booth repeated the advice given by Mr Fred Mulley, the Education Secretary, that young people would do better to stay on at school or go back to college if they had already left full-time education.

Details of the work experience scheme, which will give young people a taste of the world of work, are still being sorted out by the Manpower Services Commission. But the Government is confident that it should be in operation next month.

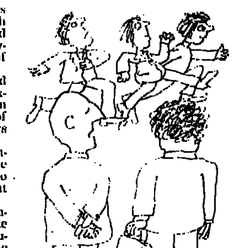
The Confederation of British Industry and the Trades Union Congress have agreed in principle to the scheme, under which employers will offer work experience and some training rather than actual jobs. The firms will not pay wages. The young people will be paid supplementary benefits plus an amount necessary to bring their income up to the level of the Training Services Agency's training allowances.

It will be open to all aged 16 to 18 and about 30,000 are expected eventually to take part. The length of courses has still to be fixed. Mr Booth said they would probably last at least six months. The legal position of the young—whether they are *officially* workers or not—has also *still* to be settled.

Asked about the kind of work experience he hoped firms would offer, Mr Booth said the idea was that the young people would move from one department to another. In an engineering firm, for example, a young person might visit the foundry, the machine shop, the assembly shop, the stores, and parts of the technical and design departments. He might also attend lectures on industrial health and safety.

"It would be essential to ensure that projects did not in any way displace normal recruitment of trainees. Employers would be required to give an undertaking to this effect and their proposals would have to have the agreement of trade union representatives in their organizations."

The scheme is expected to cost £19m. About half of this should be offset by savings on unemployment and supplementary benefits.



Olympic influence, nothing. They're being taught to chase jobs.

In addition, the Government is to replace the special recruitment subsidy for school leavers with a new youth employment subsidy of £10 a week paid, for up to six months, to employers taking on young people under 20. The old subsidy, of £5, was paid on behalf of 29,000 school leavers. It runs out next month.

The new measure, costing about £5.4m, is likely to help a further 29,000 teenagers—this time not restricted to school leavers.

The third measure will be an increase of 3,000 in the special training places offered by the TSA at government "skillcentres" on short preparatory training courses. This will cost about £2m and will be met from existing budgets.

To help cover the cost of the new package the Government has applied for help from the European Social Fund which specializes in giving grants towards training. Mr Booth said that they hoped that at least half the cost would be met this way.

The job-swop scheme, the controversial part of the measures which delayed the announcement, is still being discussed. Under it an older worker would get an allowance until he reached retiring age on condition that he did not take another job or claim unemployment benefit. The scheme would be confined to the assisted areas, which account for 75 per cent of unemployment.

There were still many difficulties to sort out, said Mr Booth. They could not agree on who would be eligible and whether the allowance should only be paid if there was a direct job swop with a young person.

Student teachers: one in five wastage rate, says DES

One out of every five students starting a teacher training course next year is not expected to qualify. The DES has told colleges of education what their intake should be in 1977 and what their output should be three or four years later.

A 20 per cent failure and wastage rate has been set compared with a 14 per cent drop-out rate in previous years. The Department says it has now become necessary to regulate the supply of teachers by planning the college outputs.

This new move to control the number of young teachers starting work has been caused by the introduction of Diploma of Higher Education courses which allow students to postpone a decision to enter teaching until the end of their second year at college.

The Department says: "As courses are introduced which allow a commitment to teaching as a career to be deferred, it will be increasingly necessary to regulate the supply of trained teachers by planning college outputs. Each institution is therefore given a target output of students related to the admissions target."

The figures do not mean that colleges will deliberately fail students to reach the targets. Mr Norman Payne, principal of Bath College of Higher Education, said he would treat the output figure as a guide. "There is no question that 20 per cent of our students will have to be got rid of."

But the targets will be important in those colleges which run diploma courses and allow transfer to a teaching course. They might have to say to some students that they cannot switch to teacher training because the numbers have already been filled.

The Department released the figures this week shortly before Mr Alan Beith, the Liberal Party spokesman on education, was due to table a parliamentary question asking for them to be published.

Mr Beith had earlier asked for a summary of the cuts proposed for each training college and received a reply which just listed the colleges and their entry targets for September next year.

● The Advisory Committee on Supply and Training of Teachers will consider a Department paper in October suggesting a total of 57,000 training places by 1981. Originally the Department announced 60,000 places.

Government refuse to hive off universities

Scottish and Welsh universities are to remain national institutions. Responsibility for them will not be devolved to the proposed Scottish and Welsh assemblies, the Government announced this week.

In a reworked package of devolution proposals, the Government said there had been wide comment on future responsibility for universities. "Opinion is sharply divided but no factors have emerged which the Government did not take into account in reaching the conclusion that responsibility should not be devolved."

Pressure had been brought by the Scottish Labour Party and the Scottish National Party for local control of universities. The Government has conceded, however, that the University Grants Committee will be modified "to underline the continuing need to take thorough account of the distinctive Scottish education system outside the university sector, as well as of the distinctive features of the Scottish universities themselves".

The Government will also take account of the views of the Scottish administration when making appointments to the committee, which will contain Scottish advisers.

A council for higher education in Scotland is proposed as a forum "for the discussion of problems affecting the future development of all parts of the post-school system, including relationships with the schools".

The Scottish National Party attacked the university proposals as "cowardice" in the face of academic elitists. Welsh universities will not be controlled by the Welsh assembly either. Similar plans are proposed for a council and Welsh membership of the UGC.

The Vice-Chancellors Committee and the Association of University Teachers were opposed to the splitting up of Scottish and Welsh higher education. Mr Laurie Sapper, general secretary of the AUT, said this week: "We are glad to see that the universities have not been used as political footballs as we first feared."

£65m more on wages bill

The Chancellor of the Exchequer's 2 per cent increase in the employers' share of National Insurance contributions will add £65m to education authorities' wages bills, it was announced last week.

Mr Fred Mulley, the Education Secretary, told Mrs Audrey Wise, Labour MP for Coventry, South-west, that the rise, announced by Mr Denis Healey two weeks ago, would add £75m to the labour costs of the education service. The £65m was expenditure by local authorities in England and Wales.

Mrs Wise also wanted to know where the money would be found. Mr Mulley said it would come from the general rate funds of local authorities, to which the Exchequer contributed through the rate support grant.

250 jobs to go in the DES

Cuts in the number of civil servants employed in Whitehall will mean the loss of 250 jobs in the Department of Education, mainly in branches which deal with schools, further and higher education, statistics and museums. The department employs 4,000.

Mr Charles Morris, Minister of State in the Civil Service Department, last week announced cuts of £95m in 1978-79. Education's share would be £1.2m, he said.

Talks are going on to decide if natural wastage will deal with the cutback. A spokesman for the department said she did not know what grades of staff would be affected.

Lord Thomson

Lord Thomson of Fleet, chairman of the Thomson Organisation of which Times Newspapers Limited is a part, died on Wednesday at the age of 82.

Report gives little hope to young homeless

by Frances Stadlen

A new government report on the young homeless is not worth the paper it is printed on, says a pressure group for the homeless.

Produced by a working party from the Department of Health and Social Security, the report has involved six government departments and taken a year to produce. Its aim is to suggest a way of avoiding the scandals and misery exposed in the Yorkshire Television documentary, *Johnny Go Home*, but admits there is no money to practise what it preaches.

A spokesman for the Campaign for the Homeless and Rootless said this week that they supported the report's recommendations. However it was "now clear that the Government had no intention of doing anything except delay the issue and give the public a chance to forget all about it".

MPs in CHAR's all-party parliamentary group on the young homeless will call for a debate when Parliament resumes. They would like to see the recommendations treated as a circular from the departments of Health and Social Security, Education and Science and the Environment.

The report calls for more co-operation between government departments, local authorities and the social services. They should form committees to coordinate their efforts.

There should be more housing for single people and it should be easier to take tenants. Special hostels offering temporary and medium-term shelter should be built and local authorities should share the cost.

Hostels giving advice and accommodation and jobs should be set up at mainline stations. The same sort of advice should also be available from social security offices and citizens' advice bureaux.

The report calls for tougher checks on those who want to work with young people. Their credentials should be vetted by a senior official in each local authority.

Schools should also play a more important part. They should prepare pupils for the difficulties they were likely to face if they left home. Teachers should be given enough training to enable them to give this advice.

The careers service should be better publicized so young people know they can use it in their home areas and after leaving home. An essential back-up to this was more coordination between Government and local authorities on jobs and housing.

The report says the youth service has an important contribution to make with unskilled, unconfident and unconforming young people. It also wants more training for unskilled teenagers, like the courses on vocational preparation run by the Training Services Agency and the DES.

Although they form a minority of the young homeless, girls are particularly vulnerable when they have nowhere to go and no job. Fears that they will get pregnant makes most hostels treat them more strictly than boys.

Girls often prefer to try their luck on the streets rather than be locked up in a hostel. Family planning services and the informal advisory centres should think of ways to reach these girls.

Another vulnerable category is young people from ethnic minorities. They are more likely to be a problem in their home towns as fewer of them move away. Youth workers should be given special training to understand their different outlooks, fears and aims and more of them should be recruited from ethnic minorities.

Report of the Working Group on Homeless Young People, DHSS, Alexander Fleming House, London S.E.1.

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No money to train social workers

by Frances Stadlen

Half of all social workers should be qualified by 1985, but there will be no extra cash for their training, the Department of Health and Social Services working party's report on training and manpower confirmed this week.

Training will have to be paid for by "redeploying existing resources". It now costs £26m a year. Inflation alone could push this to £30m. If the report's recommendations were accepted, the figure will rise to £11lm a year by the mid-1980s.

The suggestion—in the letter convening the working party—that the money could be diverted from teacher training appears to have been dropped. But money could be saved, says the report, by ending local authority secondment of social work trainees under 25. Instead, they could be given ordinary local education authority grants.

A spokesman for the British Association of Social Workers said this week that although it would save money, this was a bad idea and contradictory to the spirit of the report. It would deter people from training.

L.e.a. grants were discretionary and fewer authorities were willing to pay when they had already paid for a degree course and salaries on secondment were much higher than grants.

The working party, which was set up in 1974, included representatives of local authorities, education, professional associations, the Central Council Education and Training in Social Work and government departments.

A training fund, they say, should be set up by the Government and local authorities. How it might work has yet to be discussed. A spokesman for the DHSS said this week that the government will be talking to local authorities and the CCETSW about where to find the money.

"The bold and brutal truth is that there is no extra money available. Events just overtook the working party, which was set up in an easier economic climate."

The report also says that a special effort should be made to train staff working in residential (including children's) homes. Very few of them —and only three in five field workers—were qualified.

Training should be appropriate to the type of work done and scope should be allowed for specialization. This would mean introducing more further and in-service training. No target date is set for having everyone in probation and local authority social work trained.

The report recommends a national career grade so that good social workers are not tempted to leave field or residential work for the better salaries and higher status of management.

The British Association of Social Workers describe the report as "a massive indictment of neglect and lack of investment in social work training". They welcome in principle the proposals to extend training and to make it fit the job but say the report is disappointingly vague on some issues. It is not clear how the training programme is to be paid for or what form the further and in-service training might take.

The CCETSW, the statutory body responsible for education and training in the personal social services, have welcomed the report as positive and realistic. But they say, they are still studying its proposals in detail.

Cuts threat to youth in Europe

Young people are to get a voice of their own in the Common Market when the European Youth Forum is set up in the autumn.

The forum will speak out on matters which particularly concern young people, such as work and training. It will also advise on the mutual recognition of diplomas, freedom of movement and participation in certain overseas aid programmes.

There is a danger, however, that British influence will be diluted. Representation on the forum will be balanced between national youth councils and international youth organizations. However, the British Youth Council, who are expected to play an important part in setting up the forum and sorting out British representation, may run out of money.

This year the Foreign and Commonwealth Office cut their grant from £15,000 to £9,000. They have also told the council that they cannot guarantee any money for 1977/78.

All applicants for Foreign Office grants are being told this because of the cuts in public spending. Although information about the forum is still rather vague, the Foreign Office know about the potential role of the British Youth Council. They have until the end of the financial year to change their mind. Their decision may be affected by the view of the Common Market itself, which sees the council as the right organization to sort out British representation.

Without the money it is difficult to see how representatives will be selected. The council is the coordinating body for most voluntary organizations (with five million members) in this country and is recognized as the voice of British youth by the Foreign Office.

Youth organizations throughout western Europe have been negotiating with the European Commission over the forum and representation since 1969.

Last month the commission asked the European Council of Ministers to set up a temporary secretariat, which could in due course become the European Youth Forum. They also agreed to accept any proposals about its structure as long as they came from all national youth organizations and some international ones.

The commission originally proposed that most members of the forum should be drawn from international organizations. This was turned down by national organizations on the grounds that many of the smaller youth bodies in each country had no international body to speak for them. Youth organizations were all rather annoyed that the commission had not consulted them before making their proposal.

Ulster heads fight to keep selection

by Paul McGill

The Government is using public concern over 11-plus selection to put the case for comprehensives, Voluntary grammar schools in Ulster claimed this week. This follows the publication of a consultative document on comprehensive reorganization in the province by the Department of Education.

The Association of Governing Bodies of Voluntary Grammar Schools said the authors of the report—two senior inspectors in the Department of Education—had used concern about the 11-plus to promote comprehensive schooling.

It also claimed the document was inconsistent since its "stated preference of transfer of pupils from the primary to the secondary stage would still involve the testing and labelling of pupils, which would appear to be one of the main objections to the system it was intended to replace".

The association said the reorganization "would so adversely alter the character of management as to make the continuance of the voluntary system impossible". Some of Northern Ireland's best-known grammar schools had already declared the report's suggestions to be unacceptable and this strengthens the possibility that some schools will go independent if comprehensive reorganization goes ahead.

The report said that larger schools would be needed in order to provide an adequate range of subjects. However, the association argued the new comprehensives would reduce the range of courses and the standard attained by the least able, as well as the most able children.

It also claims the proposals would further reduce parental choice, accentuate the sociological problems of the province, create greater conformity and cost millions of pounds at the expense of commerce, industry and the social services.

Mr John Malone, vice-chairman of the Association for Comprehensive Education, said his association preferred neighbourhood schools to banding. "We reject social engineering and complicated selection", he said.

The association also wanted sixth-form colleges instead of parallel 11-16 and 11-18 schools.

Mr John Frost, headmaster of Sullivan Upper Grammar School and a member of the South Eastern Education and Library Board, said the document assumed that there was "no evidence to the contrary" that Catholic and Protestant, for example, the Catholic grammar school next door to his own would be linked with a secondary school miles away. Although he opposed comprehensive education, Mr Frost said any reorganization should eliminate religiously segregated schools.

This view was echoed by a spokesman for the Alliance Party, who said he hoped integrated schooling would be considered.

The Official Ulster Party and the Unionist Party of Northern Ireland, both traditionally conservative, rejected the report. A spokesman for the former said sacrificing selection on the altar of comprehensive ness could disrupt the community and lead to bussing.

On the other side, the Social Democratic and Labour Party welcomed the document as a positive step towards an equitable comprehensive system.

Schools Council survey on standards 'meaningless'

by Stephen Cohen

The Schools Council, which is charged by the Government to oversee exams, carries out an annual survey of A level standards on dubious statistical grounds.

The council's yearly attempts to monitor standards deal with only a handful of sixth-formers.

Approximately 40 completed answer papers in each subject are looked at by a small scrutiny team which comments on the exam and discusses its report with the GCE boards.

A research officer for one of the boards said this week that the Schools Council's exercise could not monitor standards properly. Mr G. M. Forrest, of the Joint Matriculation Board, said that with thousands of pupils taking an exam, the scrutiny of 40 scripts "did not mean anything statistically".

Mr Arnold Jennings, chairman of the council's joint working party on A level comparability, agreed last week that the scrutiny exercises did not monitor standards efficiently. "If we can be shown a better way we will do it", he said. But the council had to be given the money and staff.

The council's instructions to the scrutiny teams—usually three or four people to a team—warn them not to examine too many papers.

"Committees should always bear in mind that the work of scrutiny is to be undertaken by volunteers and should be concerned that the load of work is not excessive (which might result in an ineffective and poorly considered report)."

The teams are expected to deliver a "considered judgment" on each A level. They look at copies of the 40 or so scripts as well as the question paper, teaching syllabus and marking schemes.

The scrutineers see if the questions cover the syllabus adequately and allow pupils to display their achievements, and if they are appropriate to the target group for whom the exam is designed. The marking scheme is also looked at to see if it is fair and if the marking is sound and consistent.

The instructions admit it is impossible to make any detailed judgment of standards and suggest that comments should be general.

Mr Peter Dines, joint secretary of the Schools Council, said the scrutiny was worthwhile and helped to maintain standards. "Our people are experts in the field."

If the council had to do a bigger job, it would be more expensive. "We are probably doing about as much as we can," he said.

Although he admitted the council's work might be inadequate, Mr Forrest pointed out that it was the only yearly independent investigation into standards. The GCE boards do their own research, comparing the results of their exams, but this rarely sees the light of day. The annual league table of percentage passes is not published nor are the results of the inter-board comparability studies.

Monitoring standards is bedevilled by controversy among the experts who carry it out. Mr Forrest said last week that no single method answered all the criticisms. He suggested that researchers should be asked if standards should be examined.

Dr Keith Hampson, Conservative MP for Ripon, and secretary of the Tory Party's education committee, said last week that the variation between the different GCE and CSE boards was a "horrible problem".

In an article in *Conservative Monthly News* he wrote that true comparability between the boards, between different subjects and between years barely existed. There was no uniform standard throughout the country, he said.

The Assessment of Performance Unit at the Department of Education and Science might provide the solution. Although the unit is just starting its work in science and language, it could, in the long-term, turn its attention to monitoring public examinations.

At the moment, though, the unit is still trying to work out what is the common core of the science curriculum. It is also drawing up a list of topics to analyse a number of different levels of understanding and comprehension of language.

Students should live at home

Students should be made to go to their local university or college, the Association of Metropolitan Authorities said this week. It was becoming too expensive for them to study away from home.

The association wants to stop the trend of students leaving home and is thinking about setting a target for local students in polytechnics and colleges.

Mr Peter Horton, chairman of the association's education committee, said the proportion of home-based students has been declining for years.

"In 1974 only some 17 per cent of university students lived at home, compared with almost 26 per cent in 1960 and more than 43 per cent in 1950.

"In normal times it might be desirable to encourage students to study away from home in the broad interests of their personal and educational development. But in the present harsh economic climate it may be necessary to halt the trend."

Local authorities have to pay bigger grants to students who move outside their area. Students also had an adverse effect on housing.

Mr Horton said his own authority, Sheffield, had agreed with the polytechnic to increase the proportion of home-based students. Similar talks had been started with the university.

One possible solution under consideration is agreeing a target percentage of home-based students for each establishment.

Priority for jobs?

The Association of Metropolitan Authorities has suggested that teachers who work in social priority schools should give up their extra £201 allowances to pay for jobs for unemployed teachers.

This is one item in a package of economy measures which is being considered by a group of officers and members of the AMA with the aim of easing teacher unemployment.

Another suggestion is that teachers should retire early and then be re-employed as part-timers. The savings could be diverted to employ newly qualified teachers.

After the law lords' verdict on Tameside this week, teachers and parents plan action while other l.e.a.s unite to defy Mulley

Tameside staff offer deal on grammar school selection

by Philip Venning

Tameside teachers have offered to run full scale selection tests in September following the council's victory in the House of Lords this week. But they insist that the council sets up a conciliation panel to consider their dispute.

Tameside's final victory in its legal battle with Mr Fred Mulley, the Education Secretary, was announced on Monday. Five Law Lords—Lord Wilberforce, Lord Dilhorne, Lord Diplock, Lord Salmon, and Lord Russell of Killowen—had met on Friday and Saturday —the first time the law lords had sat at the weekend for about 200 years—and rejected Mr Mulley's appeal against his defeat in the Appeal Court.

On Wednesday leaders of the teachers' unions in Tameside met local education officers to put new proposals. Mr Colin Grantham, leader of the council, and Mr Donald Thorpe, chairman of the education committee, were both away at the time. The meeting ended in deadlock.

The teachers said that their dispute with the council, called because of the proposed selection procedure, would continue. But they were prepared to cooperate fully with a complete selection at the start of the new term.

They would only do so, however, if the council set up the conciliation panel which had been cancelled in June when the council decided not to recognize the dispute.

Mr Frank Grimshaw, of the National Association of Head Teachers, said it was grossly unfair to the children to submit them to the proposed selection procedure.

"We take the view that an exam cannot select just from the 800 parents who replied to Mr Thorpe's letter. If you have to have a selection at all it must be done properly. You have got to have all the teachers, all the parents and all the children. At the moment many of them are on holiday."

Under the teachers' plan the children would start the next term in the schools to which they were originally allocated. Then all 3,000 11-year-olds would be given a verbal reasoning test and all the other components of a full selection procedure. The selection would be carried out by a panel appointed by the teachers. The pupils would then transfer to their new school in mid-term.

"It would not be ideal, but at least it would be fair. We would speed the process up as far as we were able."

Until the council reach a decision on the teachers' offer, the selection proposed by the council—relying on record cards—is still planned to go ahead next week, only three weeks before the start of the new term.

New evidence about the proposed selection procedure gave Tameside victory in the Appeal Court. In the House of Lords Mr T. H. Bingham, QC, counsel for Mr Mulley, argued that the council would not, in fact, be using the method described at a meeting with Mr Mulley shortly before his intervention. They had said that selection would be based on "reports, records, and interviews". But no head teacher's reports existed, and it was unlikely that there ever would be any while the teachers refused to cooperate.

Mr Bingham quoted from an affidavit from Mr Richard Jameson, a DES official, that Mr Thorpe had said at the meeting that he would like the children to be interviewed. Mr Bingham admitted that on June 11 (when Mr Mulley intervened) there was still time to conduct a verbal reasoning test. But this had not been proposed by the council at that time.

A chief inspector in an affidavit agreed that it was possible to conduct selection without a verbal reasoning test, but only if the panel had the cooperation of the heads and all the other items normally used in selection.

The initial selection probably could be done in a few days as the teachers supporting Tameside had claimed, but the detailed refinements would depend on consultations and discussions with the heads.

Reduced to an absurdity, clearly anyone could produce a selection—all they had to do was take the first 240 names on the list. What mattered was whether the selection was educationally respectable. The procedure proposed by Tameside was not respectable because it lacked important parts of the normal method of selection.

Lord Justice Scarman had ruled in Tameside's favour because he believed that there was a body of professional opinion available to them which supported their proposed selection. But there was no such body.

Mr Bingham was asked by Lord Diplock whether the case boiled down to the fact that Mr Mulley was saying that the local authority were unreasonable not to throw in the sponge in their politico-industrial dispute with the teachers. He replied that the council needed to have reasonable grounds to assume that the teachers might change their minds if the dispute continued.

Though the law lords rejected Mr Mulley's appeal their reasons for doing so will not be made public for some time.

Meanwhile the Tameside Parents' Action Group—the group that opposes the council—are determined to carry on fighting. As a start, one of their members has approached the Equal Opportunities Commission to complain that only a third of the extra grammar school places will be available to girls.

Reaction at national level was mixed. Mr Norman St John-Stevas, Opposition spokesman on education, said: "The case is an historic milestone in both education and administrative law. Never again will education ministers be able to behave with dictatorial arrogance to parents and councillors."

Mr Mulley had been clearly wrong to issue an order under section 68 and had been found by the highest court in the land to have acted illegally. If he was not prepared to put the good of the children ahead of his ideological prejudices he should resign his office.

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, said they were disappointed with the decision because the proposed selection procedure was unsound.

Victory swells ranks of Tory rebels

The Tameside verdict has given a new confidence to Conservative authorities up and down the country, particularly the other seven rebel l.e.a.s, and may have persuaded another, Wirral, to join those who are refusing to go fully comprehensive.

Mr Norman St John-Stevas, Opposition spokesman for education, said he would be meeting some leaders of Conservative education authorities in the autumn to discuss general strategy.

The meeting would be held after the law lords had published their reasons for the Tameside verdict. Mr St John-Stevas said he expected the eight rebel l.e.a.s to attend, and up to 29 other authorities who have told the Government they cannot complete their comprehensive plans before 1980.

"Clearly we will be in a new situation with the House of Lords' decision. It is a whole new legal field and I am calling the meeting to synchronize our strategies", he said.

Conservative authorities welcomed the decision as a "taming of the executive" and said it would lead to an increase in local authority autonomy. The eight rebels are Bexley, Buckinghamshire, Essex, Kingston on Thames, Redbridge, Sutton, Tameside and Trafford.

Buckinghamshire has asked its education committee to look into the legality of Mr Mulley's recent decision not to allow them to expand their grammar schools. They wanted to add 1,070 places in five grammar schools, but Mr Mulley refused.

Mr James Ireland, chairman of the county council, said "In the light of the Lords decision, my members now challenging his right to turn down our application." Wirral may not now go fully comprehensive as a result of Tameside. Mr Jack Redhead, chairman of the education committee, said "We will look more closely at our plans and the timing of our reorganization now".

Other authorities who have said they cannot complete plans by 1980, and where the future of remaining grammar schools is still undecided include Calderdale, Devon, Dorset and Kent.

Dorset, for example, has grammar schools in Poole and Bournemouth and would only go fully comprehensive "if forced to". Devon still has grammar schools in Plymouth and Torbay and has set up working parties to decide what would be best for these areas.

Mr Edward Day, chairman of Devon's education committee, said of the Lords decision: "In principle I am pleased with the increase in the autonomy of the l.e.a.s and any diminution of the powers of central Government which this judgment seems to indicate".

Mr John Grugeon, leader of Kent County Council, said: "The decision gives us all encouragement that the law lords have overruled the dictatorship of the DES."

He said Kent had no plans to extend the small number of comprehensive schools and would be discussing the question in the autumn.

Mr Donald Thompson, chairman of Calderdale education committee, said his authority had no plans for the completion of comprehensive schools, and no final date because of the uncertainty of finance.

The Tameside verdict has come too late to help some other areas. In Cheshire, Mr A. H. Maynard, chairman of the education committee, said the county had completed too much of its reorganization to turn back.

The county only has one area, Wilmslow, where schools are not reorganized or subject to proposals already submitted to the DES.

Mr Raymond Pope, vice-chairman of Bexley education committee, said "We see the decision by the Lords as, one of the signs of the times that the tide is turning against the rush into comprehensive education."

Bexley had "absolutely no intention" of getting rid of its selective schools.

Mr Geoffrey Waterer, chairman of Essex County Council, welcomed the Tameside verdict.

Mr George Everitt, chairman of Sutton education committee, said, "The Government has got a poke in the eye and this is an indication that they might leave local authorities alone for a bit".

Mr James Daly, chairman of Kingston education committee, said that in the light of the Tameside verdict his authority would be watching with great interest the progress of the Education Bill in the Lords. "We don't intend to change from our position until new legislation is brought in forcing us to change".

In Redbridge, Mr John Telford, chairman of education, said local authorities had been increasingly dominated by central government.

The borough's system of comprehensive schools and two super grammar schools would be maintained as long as the authority was legally allowed to do so.

Among the 29 authorities who say, they cannot complete reorganization before 1980 are some Labour-controlled ones, such as Doncaster and South Tyneside where they expect to be reorganized by 1981-82. There are also the Tory shire counties, like Gloucestershire, Norfolk, Salop, Suffolk, Warwickshire and Wiltshire, who are largely committed, or resigned, to going comprehensive, but who say they are waiting for money to complete the job properly.

MP in move to scrap offending section

Mr Christopher Price, MP (right), former parliamentary private secretary to Mr Mulley, the Education Secretary, called on the Government on Tuesday to replace section 68 of the 1944 Education Act with the original clause in the Bill.

On Tuesday he introduced his own Bill in the House of Commons to put this into effect. It was under section 68 that Mr Mulley intervened unsuccessfully in Tameside—a section that was only brought in as an amendment in the House of Lords at the time. It gives the Minister powers to intervene if he is satisfied that local authority is acting or proposing to act unreasonably.

It replaced a clause which read: "Where the performance of any duty imposed by or for the purposes of this act on a local education authority or on the managers or governors of any county school or auxiliary school is thereby made contingent upon the opinion of the authority or of the managers or governors, the Minister may nevertheless require the authority, managers or governors to perform that duty if in his opinion the circumstances are such as to require the performance thereof."

Why Lords put it in

Introducing what eventually became Section 68 as an amendment in the House of Lords on July 12, 1944, Lord Simon, the Lord Chancellor, said:

Your Lordships realize that if a body of managers were to fail in discharging any duty imposed upon them the remedy naturally appropriate would be mandamus, but where managers or other persons are given a discretion then, even if they did exercise that discretion in what would appear on further consideration to be a less unreasonable way, mandamus would not be an appropriate remedy because mandamus forces people to discharge their duty. They would reply, 'We have to consider this, and we have considered it.' On the other hand, the educational system of the country which is, in part at least and rightly so, concentrated in the Ministry of Education, though it works through these local bodies, ought not to submit to an unreasonable or unreasonable exercise of a discretion.

It is hardly necessary to give an illustration, but it is plainly wrong that parents or children themselves should either because the discretion which is placed in certain bodies is in fact most monstrously abused. It is thought right, in addition to the provisions in clause 66, to put in this further provision that if the Minister is satisfied that what was being done was being done quite unreasonably he might give local bodies directions as to the exercise of a power notwithstanding that the power itself was discretionary rather than absolute. I hope your Lordships will think that in the interests of education and the working of the scheme as a whole that is the correct course to take. We speak without qualification or reserve of the valuable duties performed by local authorities and bodies of managers, but there are occasions when the action they propose to take is plainly unreasonable and there must be a means of correcting that.

It has been suggested, and I myself paid close attention to the suggestion because of the source from which it came, the noble and learned Lord, Lord Roche, and also because I have known of the methods of procedure in other cases, that it should not be left to the Minister himself to say that there would be a still further step of taking the matter to the Law Courts and getting, through, it might be, a High Court Judge nominated for the purpose, a judicial pronouncement between the parties.

The view taken by the President of the Board of Education, and after consultation with him I must say that I share it, is that that is not a convenient procedure in the circumstances, for we are dealing largely with matters of administration. I do not deny that His Majesty's Judges on occasion have intervened in this sort of case very practically and very usefully, under previous Acts of Parliament, but still the judges primarily have to decide matters of law.

What is involved here is not a matter of law but of applying good sense and preventing bias and local prejudice taking command of the situation. The position will not be that the Minister is deciding his own case. He will merely be trying to get the machine to work, and I think we may have sufficient confidence in the man in charge of this all-important Department of Government.

I fully admit that the alternative suggestion of bringing a High Court Judge into it is quite possible, but it is one that I urge your Lordships to reject. I do not think we want so elaborate a procedure in this case. We want correction of folly and prejudice in the real interests of education. For that reason I move this new clause, which I think will be entirely consistent with the general provision that education in this country is a function of the Central Government discharged, it is true, through a large number of local bodies, some elected and some appointed, but none the less imbued with the right spirit from the centre in the interests of the whole community.

In reply Lord Rankelliour said: This new clause is really to replace a subsection in Clause 96 which I think the general sense of the House thought ought to be rejected on general grounds. Under that subsection it was said that, notwithstanding that any action was dependent on the consent of the managers or the governors, the Minister might, without giving any reasons, override their consent and impose with it, at his sole discretion. I am sure the general sense of the House was completely against it.

The noble Earl in charge of the Bill said he would look into it and bring up a revised version. We are all agreed that some sanction is necessary for the Minister in case of flagrant default or flagrant injustice on the part of either the local authority or the managers. This clause appears to me to make very little difference. All it does is to say that he is to act in cases where the persons concerned are unreasonable, but he is to remain the sole judge of the unreasonableness and he can override them at his entire discretion if he says he considers the local authority or the managers or both are unreasonable. There is no question of appeal.

Certain powers are given to the local authorities and managers and governors by Parliament. I venture to submit that they should not be taken away at the sole discretion of the Minister. I propose later on a new clause to which the noble and learned Viscount, the Lord Chancellor, did not refer, providing that the task consent of Parliament should be necessary if the powers given to these bodies or persons are to be overridden.

I suggest that it should only be done by order made which would have to lie on the Table of both Houses of Parliament and would be open to rejection by them. I think this would very seldom happen and I think that the Minister would be much more likely, should probably justify himself on strong grounds should either House of Parliament raise the matter; but the point is that Parliament, and not His Majesty's Judges on occasion have intervened in this sort of case very practically and very usefully, under previous Acts of Parliament, but still the judges primarily have to decide matters of law.

What is involved here is not a matter of law but of applying good sense and preventing bias and local prejudice taking command of the situation. The position will not be that the Minister is deciding his own case. He will merely be trying to get the machine to work, and I think we may have sufficient confidence in the man in charge of this all-important Department of Government.

I fully admit that the alternative

Parliament

Tameside: Mr Mulley bows to the law lords' decision

Reports by Alan Wood

Conservative backbenchers laughed when Mr Fred Mulley, Secretary of State for Education and Science, said in the Commons on Tuesday that his first concern throughout the Tameside affair had been the educational welfare of the children.

Speaking after the House of Lords decision, Mr Mulley was warmly cheered by Labour MPs when he added "I trust that all the parties involved will make that their first priority in the future."

Reactions were reversed when Mr Norman St John-Stevas, chief Opposition spokesman on education (Chelmsford, C) who had sought the statement from the Education Secretary, said that now that the legal issues in the Tameside case had been finally and somewhat expensively decided, would the Minister agree that what was important was the education of the children? Apart from this, most commotion occurred when Mr Christopher Price (Lewisham, West, Lab) argued that the law lords were usurping the power of Parliament.

In his statement Mr Mulley said: "I explained to the House on June 11 my view of the arrangements proposed by Tameside, and on that day I issued my direction to the authority to go ahead with the original approved scheme for secondary education in September. The House of Lords has now given its ruling on the legality of that direction and I accept, without any reservations whatsoever, that decision from the highest court of law in the land.

"The effect of the Lords decision is that my direction of June 11 no longer stands; Tameside is therefore under no legal obligation to implement the proposals which I approved last November. It is for Tameside to decide what now has to be done to achieve the most orderly possible start to the new school year in September, having regard to all the circumstances.

"My first concern throughout has been the educational welfare of the children caught up in the crisis, and I trust that all the parties involved will make that their first priority in the future. I do not think that any further comment from me would be appropriate at this stage."

Mr St John-Stevas asked Mr Mulley if he would try to persuade those teachers who were in conflict with the council to forget the past and do their best to make the selection procedure a success?

Would the Education Secretary place the resources of his department at the service of the council to make this selection successful? Would he abandon his ideological pre-possessions and act, as was his duty as Secretary of State, to safeguard the educational interests of the children there?

Mr Mulley replied it was not only a matter of putting the educational interests of the children first now. It had been very much in his mind on June 11.

"One thing that has been common in all the legal decisions, and I made that clear in the House, is that this is not a dispute as to whether comprehensive education is right. It is on the arrangements proposed and the shortage of time available."

The dispute between the teachers and the authority was declared official in the middle of May. Much of the difficulty arose from the council's unilateral decision to cancel the conciliation arrangements.

"I would imagine now that if the parties got together they could resolve their differences. It is essentially a matter for the parties concerned. My department as always is ready to give what assistance it can and is requested to give, to any authority to carry out its statutory duties. I offered to have talks with the Tameside authority early in May when these difficulties arose but for reasons I accept they were unwilling to do so."

Mr Price said the way the judges interpreted the law this year was wholly different from the interpretation put by Lord Simon, then Lord Chancellor, when introducing section 68 of the Education Act in the Lords in 1944.

"Would Mr Mulley agree that in acting in this way—in widening the law in this way—the law lords are usurping the power of Parliament?" Would the Minister support the Bill that Mr Price would be introducing for its first reading that day to put the law back to the state it was in when the Education Act was introduced in 1944?

Mr Mulley considered it would be wrong for him to comment on the reasons for the decision in the House of Lords because they had not got them yet. It might be a considerable time before the judgment of the House of Lords was made available. He would study Mr Price's Bill with great interest.

Mr Ian Gow (Eastbourne, C) said that since it was the unanimous view of the Court of Appeal and the House of Lords that the Secretary of State had misdirected himself in this matter and that his own affidavit was less than frank, would it not be more honourable for Mr Mulley to resign?

Since the Minister appealed to the Lords against the advice of his own legal advisers, ought he not to pay the costs of the appeal rather than the taxpayers?

Mr Mulley said Mr Gow would be more convincing if he checked the facts on which he relied before making such sweeping allegations.

"Not only did I not make an affidavit—it is not the practice for ministers of the Crown to do so—I made it clear to those acting for Tameside that if they wished I was available for cross-examination in this matter.

"As to the other allegations, I would like to draw the attention of the House to the fact that the matter was not entirely without doubt. The Lord Chief Justice, for example, gave a different version of the events. It was suggested that only new evidence put in later which could not be before me on June 11 had a bearing on the subsequent decision."

Education ministers also answered other questions in the Commons and when Mr Nigel Foreman (Sutton, Carshalton, C) asked how many local authorities had not yet submitted plans for going comprehensive, Mr Gerry Fowler, Minister of State at the DES, said one authority had not submitted proposals in any part of its area. Six others had not yet said they intended to end all selection and introduce a fully comprehensive pattern.

Mr Mulley, pictured outside Parliament last week.

Mr Geoffrey Dodsworth (South-West Hertfordshire, C) asked how many parents would be unable to send their children to the comprehensive school of their first choice in the next school year.

Miss Margaret Jackson, the Under Secretary, said the DES did not normally receive this information from the l.e.a.s. In any event it was too early to say what the position would be next term because the allocations had not been completed.

Mr Dodsworth said parents in his constituency were concerned because of their failure to get their children in the comprehensive they wanted. Parents had less influence on school choice. Would she make sure that Watford Grammar School was restored to its proper place in the educational system?

Miss Jackson said the DES was considering the matter and they would write to Mr Dodsworth as soon as a decision had been reached.

Mr Michael Noble (Rossendale, Lab) said that in Tameside 90 per cent of parents were going to get first choice, but now only 240 out of 800 children would get places. Only 60 of these would be girls. How would the Department bring parental choice back to Tameside?

Miss Jackson said that last point was for the Secretary of State. "But it seems to be an excellent example of what is meant by parental choice as evinced by Conservatives."

Mr Max Madden (Sowerby, Lab) later referred to concern at the proposal of the Tory-controlled Calderdale Council to reintroduce selection into Elland in his constituency, where it was abolished 17 years ago. The council refused to provide temporary accommodation for a temporary increase in pupils wishing to attend Brooksbank School. This denied parents an opportunity to send their children to the school and forced them to send them to selected schools outside the area.

Miss Jackson said "We are opposed to selection because of its inaccuracies and difficulties and we believe in comprehensive education. But many of these things are much within the power of local authorities to decide".

● Mr Mulley told the Commons he was considering the Schools Council recommendation for a common system of examining at 16-plus.

In answer to a question from Mr. David Lane, MP for Cambridge, he said: "The Schools Council recommended to me on July 8 that I should approve the establishment of a common system of examining at 16-plus. I am considering the recommendations, they are of very great importance and it will not be practicable or desirable to reach immediate decisions about them."

New Bill 'neither drastic nor draconian', peers told

The controversial Education Bill will begin its committee stage in the House of Lords on October 4. The Bill, which had its second reading in the Lords last week, will also be considered in detail on October 6 and 7, and to judge from speeches last week, it will be heavily amended.

As is customary in the Lords, the Bill, like all Government measures, had an unopposed second reading—by deed rather than word. Several influential speakers connected with education were sharply critical and there seems little doubt that most clauses will be changed.

Donaldson: suggestions welcomed.

The Government may even have to introduce a guillotine to handle the Lords' amendments when they return to the Commons.

Lord Donaldson of Kingsbridge, Minister of State for Education and Science, who is in charge of the Bill in the House of Lords, hoped that the Opposition would concentrate on the details of the Bill rather than on making ideological points during the committee stage.

The Government would consider carefully any suggestion which peers might make for improving the effectiveness of the Bill.

On the Bill's central provisions, Lord Donaldson pointed out that clauses two and three which would enable comprehensive reorganization to be pushed forward were neither drastic nor draconian but were, essentially, reasonable and style-giving, allowing the widest discretion.

Lord Elton and Lord Belstead spoke for the Opposition. Lord Elton's comments against the general principle of the Bill were so strong that it is almost possible to envisage the Opposition inviting the Lords to throw out clause one. But that would, of course, invite direct confrontation with the Commons.

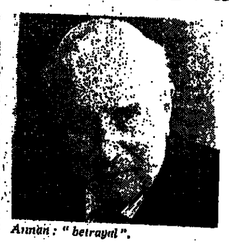
Lord Elton said schools should be subject to parents' influence. That influence was already too small. The Bill, by overriding the wishes of elected governors and sweeping away parental choice, had diminished it further. He hoped peers would agree to remedy this defect.

Parents should be able to change their children's schools. Very large schools were not wanted so comprehensives must be restricted either in age-range or in subjects offered.

Lord Elton felt that to commit themselves irrevocably to a system whose effectiveness was in doubt would be unwise. That doubt should be resolved and if the Government could not resolve it there should be an inquiry or a commission to do it for them.

Viscount Eccles (C) said that inequality of performance affected all life and it was sheer deception to teach children otherwise.

"We delude ourselves if we think we can improve what is happening in the schools just by changing the organization of secondary education. Quite the contrary, this Bill will worsen the present situation educationally and socially."



Amman: "betrayal".

Lord Alexander of Potterhill said the Bill was unnecessary because there was already broad agreement in the country of the need for comprehensive education. It would come naturally over time.

A new Education Act was needed to do what everybody was agreed upon: to provide full educational opportunity and training for all.

The Government should take the Bill away and bring in such an Act.

Lord Annan (Ind) said he supported the Bill for political reasons. More than a century ago a great Tory Prime Minister referred to Britain as a divided nation.

"I am not, he said, a grammar school boy. I went to Stowe where the spread of ability was wider.

The comprehensive school was doing more than mixing children; it was teaching the clever boy from the good home how to get on with his fellow citizens.

The fellows of the Royal Society would emerge through whatever educational system existed. But it had lacked so badly in the past 20 to 30 years, and even before, which were needed now.

He was as concerned as anybody with the maintenance of high educational standards and was enraged at what had happened at the Willum Tyndale school. There was clear evidence of the betrayal of children.

The execrable Mr Brian Haddow was nothing but a modern day Squeers. Squeers had assaulted his children and made their bodies black and blue but Mr Haddow had assaulted the minds of his pupils.

What was to be said of such loathesome self-righteousness whereby a teacher sought to manipulate his children and to incite others by calling them scabs because they would not support his strike action?

Lord James of Rusholme said the number of teachers capable of teaching mathematics to an advanced level—say university entrance—was small and getting smaller. The number of children with ability and inclination to learn the subject to that level was also small.

What steps did the Government propose to take to ensure that children with high ability in, say, mathematics would receive the standard of teaching in unselected schools after the Bill had gone through as they did now in selected schools?

Lord Vaizey said that a major new Education Act was needed, and he hoped this Bill would be followed by one apportioning power and responsibility in education.

At the moment the secondary system was in chaos over curriculum, how to teach, exams, and objectives. Handing over those central issues to that extremely ropey body, the Schools Council, was not good enough. An attempt was needed urgently to coordinate what was going on in secondary schools with the needs of industry, commerce and the professions.

A large part of what Sir William Pile had called the secret garden of the curriculum, which was under the control of the teachers, ought not to be. It ought to be in the control of Parliament. A large part of what was nominally in the control of Parliament ought to be handed over to the local authorities.

When he wound up the debate for the Opposition, Lord Belstead, a former minister at the Department of Education and Science, said the tragedy was that the Bill was going to set the partners in the education service against each other, endlessly involved in litigation about what was supposed to be a service to children.

He said the cost of forcing 78 l.e.a.s. to reorganize or to complete reorganization would be considerable. The clauses on reorganization proposals and their implementation proposals and their implementation committee stage. He hoped that the Government would agree to an amendment to clause four to provide enough money to carry out the proposals.

The Opposition want to probe the meaning of the clause which provided that schools should not be allowed to select either wholly or partly. If that meant that it was going to deny a young linguist or a young mathematician a course which could not be provided in their own schools or prevent a nervous child from being given shelter in a smaller school, the Bill would have a great deal to answer for.

Several speakers had strong reservations about clause five which Lord Belstead described as a deliberate threat to l.e.a.s. making places at independent schools. Lord Beaumont of Whitley (L), said clause five should go. Finally, Lord Belstead promised that the Opposition would do everything possible during the committee stage to remove the worst features of this legislation.

TUC want wider audience for arts

by Bob Doe

Trade unionists want the Government to double its spending on the arts to overcome what they call "cultural inequality" in the country. A new separate ministry should be set up to run the arts.

The demand is made in a report this week from a TUC working party. It suggests the arts could be made more popular by taking theatres, music, exhibitions and mobile bookshops into workplaces, canteens, schools and housing estates.

The report, a consultative document, says the widest possible range of leisure time arts and cultural activities should be made accessible to millions of people with different tastes. This would not only enrich their lives but stimulate the arts as well.

The working party does not think there is a distinctive type of "workers' arts". However it says artists should give special consideration to the needs and interests of workers and their families in the content and style of their work.

Education, both at school and afterwards, had a part to play in this polarization. In primary schools the arts were an integral part of the curriculum. "However, at the latter end of the secondary school the approach to the arts is somewhat different and disappointing."

"Secondary schools must do all they can to give pupils an insight into the importance of artistic activities to the individual and to society as a whole. They can play a vital part in raising the general level of artistic awareness and helping to eliminate cultural inequality.

"Schools have a direct responsibility to open to all young people the prospect of a life of creative leisure, particularly at a time when the substantial influence of broadcasting means that there are more opportunities than ever before for young people to be rendered utterly passive in cultural matters by the all-pervasive influence of the media."

They must spend more time and money on the arts. This went against the trend in education cuts in which the arts tended to be regarded as "frills". Cuts in part-time staffing affected music and art particularly badly as many part-timers were practising artists.

Day-release for all young workers and the implementation of the "modest proposals" of the Russell report on adult education would also help to develop popular interest in the arts.

The arts needed an "upgrading in social significance" similar to that given to education after the 1944 Education Act. Education spending had grown from 1.7 per cent of the gross national product to about 7 per cent now. The Government should give a commitment to double, in real terms, their spending on the arts over the next five years. This year it was approximately £77m.

The new department would be directed by a Minister of cabinet rank. He would have the power and money to give grants to those local authorities who implemented a popular arts policy. These activities would include supporting amateur activities, providing premises, subsidising theatres and taking over cinemas if necessary to keep them open, all of which fostered the cultural life of the community.

TUC Working Party Report on the Arts. TUC, Congress House, Great Russell Street, London WC1B 3LS. 50p.

Parents protest as grammar school places are withdrawn

Berkshire parents have appealed to the Department of Education and Science over a decision that will prevent their sons from going to a grammar school although they passed the 11-plus.

The school, Windsor Grammar, has room for all 120 boys who won places, but the county's education committee has decided to limit entry to 90.

The parents, who live in parts of Berkshire which have been reorganised on comprehensive lines, were told some time ago that their sons could take the 11-plus and try for places. They were warned, however, that they would have to pay for any extra transport. But those who qualified were then told that there was, after all, only room at the school for Windsor boys.

Some parents appealed, but were turned down by the education committee. Mr R. J. Hornsby, the chief education officer, said this week that the committee had decided to limit the school to a three-form entry. Therefore only about 90 of the 120 boys who qualified would get places.

Mr G. S. Parker, the head, said that although there will be room for 120 boys in September, he has been told to expect '85. Whatever the number sent they have been timetabled and will be taught in four forms. In the past they have been allowed to take a four-form entry although staffed for only a three-form entry.

There was no single reason, he said, for turning down the parents' appeals. The committee had considered several things, including the number of classrooms; that after reorganization (in 1977) the school intake would rise to almost double in 1979, equalising the intakes of the boys' and girls' grammar schools, staffing ratios, the implications for staffing in other schools and the need to allocate pupil numbers in time for schools to complete timetables and plans.

"Another point, not specifically related to Windsor Grammar School, is that staff salaries depend on pupil numbers. There has to be an orderly arrangement for determining these."

Although the parents are still pursuing the matter more or less independently, about 15 of them met at the school recently. Some suggested legal action or a protest at the start of next term if they do not get satisfaction.

Mr Nicholas Walter, from Maidenhead, said: "I am not against comprehensive education though I do genuinely believe my son would do better in a grammar school. If I had been told in good faith that there was no room for him at Windsor I would have regretted but accepted it." He is one parent who has complained to the DES.

Under the 1944 Education Act, l.e.a.s have to work according to the general principle (Section 76) that "so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents".

If anyone thinks a l.e.a is acting unreasonably, they can complain to the Secretary of State (Section 68) and, if he agrees, he can order the l.e.a. to act differently.

Mrs Beryl Daniel, another parent who has complained to the DES, wanted her son at Windsor because it was easier to get to than the comprehensive he had been allocated.

"I prefer the style of Windsor Grammar School. I am not saying it is better or worse. I just prefer my son to go there. Why put him through all this if there were no places?"

Mr Walter and Mrs Daniel said that the Berkshire education authority would not tell them why their appeals had been turned down. They complained of the high-handed attitude at County Hall.

There seems to be some confusion about why the committee decided to limit entry. Mr H. J. Benedictus, chairman of the schools sub-committee, said: "There was a very good reason. I just can't recall it."

But some parents may get their way in the end. Mr Hornsby said this week that it now looked as if there might be a few places at the school when heads were counted in September. These would be allocated to pupils on the waiting list strictly according to the merits of their cases.

A demonstration of hexagonal chess attracted the attention of this visitor to Lambeth Gala of Sport at Brockwell Park, South London.

The party's over for education in the West—OECD spending report

The days of rapidly growing education spending are over throughout the western world, according to a report from the Organization for Economic Cooperation and Development.

The report is based on a study of public spending on education in the main industrial nations which make up the OECD. It shows that Britain spent rather more than most of its national output on education in the 1960s.

But overall education spending rose sharply during that period largely because of a big expansion of higher education everywhere, coupled with a higher rate of inflation in the education sector than in other parts of the economy.

Much of the increase had been justified on the grounds of its impact on economic growth or on social mobility. But the evidence for the relationship was inconclusive.

"Apparent progress may have seemed slow if measured against the high expectations put on education not so long ago. But it is arguable that the effects of more education on both growth and social mobility can hardly be assessed, let alone measured, in the short-run. Such effects may well take decades before they can be clearly established."

In the next decade education would find it harder to justify its claims as it faced increasing competition from other public services at a time when the industrial nations were likely to experience a slower growth rate.

There is no room, says the report, for large economies in education spending. Nations which have long degree courses—and fairly few years—might reduce them, or pack more teaching into the normal university year. In countries like Britain, which heavily subsidize student grants, a system of student loans would probably produce some savings. But there would be many disadvantages.

Savings could be better achieved by halting the trend towards smaller classes. "But it is likely that such moves would encounter great resistance from teachers' unions, parents and students themselves, all of whom will probably continue to feel that closer contact with the teacher in small classes is preferable, even though there is little evidence that smaller classes improve academic performance."

Countries compared

Public spending on education as a percentage of gross domestic product.

	Early 1960s	Early 1973
Australia	3.0	4.5
Austria	3.1	5.2
Belgium	4.2	5.4
Canada	4.6	7.7
Denmark	4.0	7.0
Finland	6.2	6.3
Germany	3.0	4.2
Greece	1.7	2.3
Ireland	3.0	4.9
Italy	3.2	4.0
Japan	3.8	5.6
Netherlands	4.8	7.6
Norway	5.1	6.0
Portugal	1.9	1.9
Spain	1.2	2.4
Sweden	5.0	7.1
Switzerland	3.3	4.9
Turkey	2.3	3.5
United Kingdom	4.8	5.6
United States	4.5	6.0

Public Expenditure on Education July 1976. OECD Studies in Resource Allocation. HMSO £2.80.

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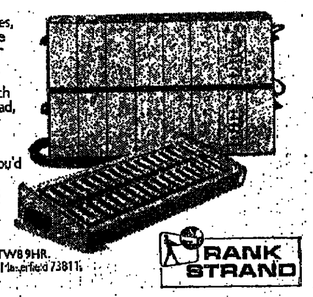

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RANK STRAND

Sorry sound of a culture clash in reading

Girls from minority groups, already in "double jeopardy" from racism and sexism, were often further hampered by dialect, said Dr Susanne Shafer, from Arizona, at the United Kingdom Reading Association conference in Durham last week.

The "cultural dissonance" between the girls and their reading material interfered with the educational process.

The answer, she told the conference, lay in bilingual education, with English as the second language, and in using the language-experience approach in getting the girls to write stories in their own idiom for each other to read.

Mrs Alma Williams, education officer for the Consumers Association, said that the Impact Trust, in Liverpool, had created a claims form for five kinds of welfare benefit with a reading age of seven-plus instead of the usual 17. She suggested a "presumptuous code of practice" for all consumer communications, involving a greater awareness of specific audiences.

In a recent UNESCO survey, she said a Moroccan had defined being able to read as "being in control of one's destiny". One way of achieving this was through consumer education.

Dr Christopher Singleton said that dyslexia had never been given an unambiguous definition, and specific reading retardation, although precisely definable in terms of an achievement ratio, gave no practical help for remedial teaching.

He emphasized the social as well as educational implications of reading difficulty, but said teachers could best decide whether they should be raising all children to an adequate functional level of performance or making sure that bright children did not remain average readers.

Mr James Ewing, of Dundee College of Education, said that in a survey of 100 eight to 16-year-olds with a reading age below 9, nearly half classed themselves as good readers. But when asked how much they enjoyed reading nearly two-thirds said they did not. The most common reasons for not enjoying it were embarrassment and fear of ridicule.

Classroom teachers, he said, saw their own reading as the most valuable source of professional knowledge. Few parents returned questionnaires, perhaps because some of them were not literate.

Ruth Ainsworth, the children's author, said she never wrote for a specific child or age group. She had been able to read when she was four and could not remember being taught. Sid Chaplin and David Daugan remembered the encouragement of a grandfather and an uncle. Not one writer mentioned teaching methods or materials.

Dr John Chapman, of the Open University, said he had used a "happy families" technique to discover how children grouped pronouns. He found that "he" and "she" were more commonly linked than "he" and "him" right up to the age of 11. This showed a greater awareness of the pronoun's grammatical function than of its attributes.

Children between six and seven had been unable to fill in the missing pronouns in a passage taken from a reader, even though the deleted words were supplied in a list. The children tended to look forward instead of back for clues.

The conference was intended to close the gap between research and classroom practice and traditional sources of contention were well aired. On the whole the plenary lectures were not as profitable as the smaller sessions, and delegates showed themselves well aware of what research was out of date or selectively presented.

Most teachers would have liked more open discussions and practical sessions, and remedial teachers turned with relief to Morag Hunter's whole morning workshop on "Remediation in Reading" on the last day.

When the baton was handed on by John Gilliland to the new president, Mrs Elizabeth Hunter, of Avery Hill College, she spoke of her plans to use the local councils of UKRA to set up a policy making programme for carrying through the Bullock report. The ILEA had already made a start by asking schools what they were doing about Bullock, and Mrs Hunter believed that UKRA was uniquely capable of bringing about real change in the teaching of reading.

Mary Hoffman

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Tina Eaton and Miss Wendy Grant, physiotherapist at Saxon Wood.

Miniature aid for handicapped

Three Basingstoke sixth-formers have developed a tiny learning aid to teach body control to a six-year-old handicapped girl.

Malcolm Austin, Andrew Fleetman and Michael Powers, of Queen Mary's College, Basingstoke, spent eight months of school and spare time finding a solution to the girl's coordination problems. Their answer was an electronic box of tricks consisting of minute viewing panels, flashing lights and a miniature aerial.

The handicapped girl, Tina Eaton, a pupil at Saxon Wood School, Basingstoke, has normal intellect, but lacks body control. The aid is designed to control the way she sits. It monitors all her movements and warning lights flash when her body tilts too much.

Miss Wendy Wood, senior physiotherapist at Saxon Wood, worked with the three sixth-formers. "Mine was really an advisory contribution. I illustrated the child's problem. They found the answer", she said.

The aid is tailor-made for one user, but it could be modified for other handicapped children. It is protected under a six-month general patent, until its inventors work out further possibilities of their design.

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Bored children misbehave more

Children who say they are bored in their spare time do less well academically. They also misbehave more and are less good at concentrating in school, according to a study by the National Children's Bureau published last week.

One in 30 of 14,000 11-year-olds questioned as part of the bureau's National Child Development Study said they were often bored at home. Children with fathers in manual jobs were twice as likely to be bored as children of white-collar parents.

The ones who were bored were just as well off for clubs, playing fields and libraries, but used them less. They preferred going to films, but they did not watch more television than the others.

They were not any more anti-authority or more delinquent than the others, but they did tend to be in large families.

The National Child Development Study is a continuing survey of all the children in Britain born in one week in 1958.

Where economies can do good

Education may benefit in the long term from the spending cuts, said Mr Neil Ransom, director of the ACE course "timetabling in the secondary school", in Cambridge this week. "Heads will be forced to look carefully at how effectively they deploy their timetabling teams and see that their capitation allowances are prudently spent."

The course was told of an approach to timetabling pioneered by Mr Arthur Spencer, head of the new Priory School, Weston super Mare, which allowed a timetable to be very rapidly constructed. It devolved the day to day decisions to department heads and classroom teachers.

"Timetabling", said Mr Ransom, "is an exercise in personnel management. Timetables are held in awe and surrounded by mystique because they control the day to day working lives of staff and pupils for 11 months of the year."

All too often, the teachers most affected were not consulted in the construction and planning stages.

Nurses £350 a year worse off

Nurses in London day schools for the physically handicapped have protested to the Department of Health and Social Security. Mr Alf Morris, Under-Secretary of State for the disabled, and the area health authorities about their low pay.

Mrs Marie Cameron, a nurse at Greenmead primary school, Putney, south-west London, has outlined to them the grievances of herself and her seven colleagues in the other ILEA schools. The school heads, she claims, support their action.

Nurses in schools for the physically handicapped, she says, should be paid more than their colleagues in ordinary schools because they have greater responsibilities and more duties. Before the report of the Halsbury committee, which was set up in May, 1974, to investigate nurses' pay and conditions, the Royal College of Nursing had recommended that they should have extra pay but this was turned down by the DHSS.

They were worse off since Halsbury because although school nurses are state registered with three years' training, they get the same rate of pay as a senior state-enrolled nurse who has two years'. Before Halsbury they got the same as a district nurse. This meant that they were now at least £350 a year worse off than if they were still on the same rate as a district nurse. (The basic rate for a state-enrolled nurse is £2,184 to £2,652; a district nurse £3,000 to £3,800.)

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Cuts nearly put paid to youth science conference

About 100 of Britain's leading young scientists have been unable to attend this year's London International Youth Science Fortnight because of the education cuts.

Scottish local authorities appear to have been quickest to chop the grants which have financed them for 19 years. Strathclyde Council cancelled all its 40 places.

The conference, which is organized by the Council for International Contact and ends on Tuesday, has more foreign than British delegates. Twenty nations, including four communist countries, are represented. Last year there were 370 delegates, this time there are only 250.

Mr David Horburgh, assistant director of CIC, said they intended to make arrangements with the local authorities to get the numbers back to normal for next year. "There was a question of cancelling the conference when we discovered the extent of the damage done by the cuts. But it was eventually decided that 250 was a workable number."

Most of those from abroad are financed either by their governments or by United Nations or Unesco grants. Some receive awards from large companies like Shell.

During the fortnight the young delegates have been attending seminars, hearing lectures from prominent scientists and visiting research and industrial establishments.

At the opening ceremony last week, Lord Ritchie Calder deplored the "retreat from science by many talented young students who claim that science is misused." The DNA age was probably more dangerous than the nuclear age. "The nuclear age brought the atomic bomb, the consequences of which are still with us 32 years later. But now we can tamper with man. By manipulating a chemical code we can write prescriptions for the future of the race."

Hewett appeal

An appeal for more money has been launched by the trustees of the Stanley Hewett Memorial Fund. The fund was set up last year to commemorate Mr Hewett, general secretary of the Association of Teachers in Colleges and Departments of Education, and is intended to help students and young teachers travel abroad. Contributions should be sent to the fund care of Miss E. C. Taylor, NATFHE, Hamilton House, Mabledon Place, London WC1H 9BH.

Earthquake risk: Peking last week (left): odds on San Francisco soon.

A fault in town planning?

Science diary
by
John Maddox

The tragic earthquake south-east of Peking last week raises once more the question how we should adapt to what is now known about the regions of the earth's surface in which earthquakes are most likely to occur.

In particular, is it sensible to allow great cities to develop in regions where earthquakes are inherently probable, in the hope that in due course it will be possible at least to predict and possibly even to control the release of seismic energy? Or would it be more prudent just to sterilize the high risk areas?

There now seems every chance that the damage done at the Chinese city of Tangshan will give last week's earthquake the unhappy distinction of being the most destructive of all natural phenomena of all time. In the old days, people could be excused for choosing to live in places where earthquakes were frequent, on the grounds that there was no clear understanding of why some places are more prone than others to seismic activity.

But at least since 1960 it has been clear that major earthquakes are invariably the consequences of the movement of the independent plates of which the earth's crust is composed. Should it then become a part of public policy that human settlements should be forbidden in well-defined seismic regions?

It is not a question for the seismologists but for those who specialize in risk analysis. And it is instructive to ask how arguments such as these are likely to apply in California, the state whose boundaries uncannily include the whole landward portion of the San Andreas fault which marks the line at which the floor of the Pacific, to which large parts of California are attached, is moving north relative to the mainland of the United States.

For simplicity, assume that the San Andreas fault is 1,000 kilometres long, and that the centres of population most at risk are Los Angeles (with a population of 10 million) and San Francisco (with a population of five million). Nobody knows how frequently major earthquakes occur along the fault, but it seems not unreasonable to suppose that there will be one large earthquake (greater than, say, 7.0 on the Richter scale) every half century. And it may be not too wide of the mark to suppose that such an earthquake will kill five per cent of the people living within about 50 kilometres of the epicentre.

The assumptions are crude, I know, but what they imply is that the chance that one of the two cities will be affected by a major earthquake is something like one in 500 each year. The annual risk to the individual of being killed in an earthquake is one in 10,000. This is much higher than that occasioned by other natural phenomena and not very different from the risk of death among workers in the construction industry.

In other words, the risks calculated in this crude fashion are on the face of things great enough to give Californians pause, and to make them think it would be wiser to live somewhere else.

In reality, of course, it isn't like this. People are still flocking to California (and it must be acknowledged that there must be many people for whom the benefits of the weather far outweigh the seismic hazards). The explanation is the nature of the risk.

If the figures I have used are nearly correct, the implication is that an individual is likely to experience a major earthquake once every five centuries, or that there is a one in 10 chance that he will be exposed to such an earthquake during his lifetime. Even then the chance of escaping death is really quite high. It is understandable that individuals are not much influenced by the seismic risks.

Public authorities, on the other hand, ought to argue quite differently. A major earthquake within striking distance of one of the major Californian cities would create huge problems. Death tolls numbered in hundreds of thousands would be possible, and even if I have enormously overestimated the risk of such a catastrophe (which is almost certain), it is exceedingly hard to justify the way in which, at present, public administrations appear willing to live with such risks.

In spite of all that has been done in the past few decades to make Californian buildings partly proof against earthquakes, there is a case for using the mechanisms of urban planning for helping to make sure that large numbers of people are not too densely packed together.

Fortunately, but for quite different reasons, that is how Los Angeles has actually developed. It is to be hoped that the Chinese will follow suit when they come to rebuild Tangshan.

China lays claim to the first 'ape man'

Two days before the earthquake, the New China News Agency was relaying a piece of news which, in its own way, is just as startling as the news of the earthquake.

According to the agency, a group of palaeoanthropologists in China have unearthed a fossil skull which represents what is called an "ape-man" and which appears to date from 1,700,000 years ago. If, on further investigation, this report is verified, the implications for the present understanding of human evolution may be considerable.

From the work at the East African sites in the past few years, it has become clear that the formative period of human evolution was that stretching back from about 1,500,000 years ago to at least three million years ago. That was the period during which the direct human ancestor, now usually known as *Homo erectus*, emerged from the earlier lines of creatures known as the australopithecines.

And the fossil known as Pekin Man (dating from 700,000 years ago) is thought to be a far-flung representative of the *Homo erectus* which is recognized in East Africa. So, plainly, if East Africa was indeed the site of human evolution, the long migration to China must have occurred at least 700,000 years ago.

The discovery which the Chinese now report is important because it may push the time of this migration to a much earlier date. Everything will hang on the identification of the new fossil skull and on the verification of the age now attributed to it.

If further investigation shows that the age is correct and that the creature was a form of australopithecine, then it will be necessary to suppose that the migration to the east was under way more than 1.5 million years ago. But since it is exceedingly improbable that the evolution of *Homo erectus* could have taken place independently at two quite different places, it will then be necessary to ask whether *Homo erectus* first emerged in East Africa or in China (or possibly somewhere else).

Plainly this is an issue that will keep the palaeoanthropologists wrangling for decades ahead—with, in this case, the prospect that Chinese and East African nationalism will add piquancy to the argument.

Switch on to an O level in social studies

A new O level in social studies designed especially for adults and linked to a radio course will be offered by the Joint Matriculation Board next year.

The course, which is based on the BBC series *What right have you got?*, will introduce students to the rights and responsibilities of the individual in society. It is intended for adults turning or returning to study for perhaps the first time since leaving school. The exam will be called social studies (rights and responsibilities).

The JMB/BBC tie-up follows the successful *Living Decisions* course. Described by the BBC as "a course for adults on thinking in action", this was first broadcast in 1973 and led to an O level assessment in family and community studies. More than 2,000 students took the exam in spite of the fact that the course was described as a general course with an optional assessment, and of these 74.9 per cent were successful.

Mr Michael Stephens, head of Further Education, BBC Radio, said he hoped the new series would appeal to the educationally disadvantaged more readily than its predecessor. "Because it is concerned with rights and responsibilities arising out of everyday life experience, it should have a sufficient attraction as a practically helpful enterprise."

The radio course of 26 half-hour programmes will begin in October. Tutors' notes are now available from the BBC Further Education Department and the students' course book will be on sale from the BBC and bookshops in September.

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Italy

Survey forecasts fewer staff will be needed

from Dalbert Hallenstein

VERONA

A significant drop in the number of new teachers required for 1977/1978 has been predicted in a report by the Social Investment Study Centre (Censis).

The Censis report is based on a study of teacher/pupil ratios over the past six years. The Italian teacher/pupil ratio, on paper at least, is one of the lowest in Western Europe. In the elementary schools it fell from one teacher to 21.5 pupils in 1969 to 1/19.9 in 1974. In the middle schools it dropped from 1/11.9 over the same period to 1/10.6, and in the upper secondary schools from 1/16 to 1/14.4.

But despite Italy's alleged low teacher/pupil ratio, classes are still overcrowded and average at least the legal secondary school maximum of 25 pupils to a class: and, with special Government permission, classes of 30 or more pupils are not uncommon.

Teachers are therefore highly underused. The Censis report estimates that 13.6 per cent of middle school teachers teach for only 9.6 hours a week (official weekly timetable 24 hours), while 14.8 per cent of upper secondary teachers have a teaching load of only 12.4 hours a week (official timetable 18 hours a week), and about 12,000 teachers, while enjoying a full salary, have no teaching load at all.

This totally inefficient situation is the result of half-cocked bureaucratic reforms, insisted on by the unions, but not followed up by more general reforms promised by the Government.

In fact, it has been favoured by both the unions and the Government, since it has helped guarantee the maximum number of new teaching positions to Italy's increasingly restless and restless young graduates. Between 1969 and 1973, 175,000 new teachers entered the profession.

But the Censis report suggests that super-saturation has now been reached, and that given the gravity of the Italian economic situation, no new Government is likely to favour further increases in teaching staff.

The report therefore calculates that by 1977/78 at least 5,000 fewer teachers will be required annually in State schools.

Pay levels 'make no difference to achievement standards'

Low staff-student ratios, but not the level of teacher salaries as compared to those of other professions, are related to above average pupil achievement, according to a recent report by the Stockholm-based International Association for the Evaluation of Educational Achievement.

While those countries with low ratios tended to have higher pupil ability, particularly in reading comprehension among 10 and 14-year-olds, pay levels showed no consistent relationship to achievement in any of the subjects tested in the association's "21-nation" survey. Other subjects were literature, science, civics and English and French as foreign languages.

A survey of primary teachers' pay showed that in New Zealand it amounted to as much as 189 per cent of average white collar earnings. In France—the second highest—it amounted to 157 per cent while in England it was 86 per cent and in Italy 67 per cent.

Three countries—Sweden, Finland and Federal Germany—paid primary and secondary teachers overall more than twice the average earnings of workers in manufacturing industries. In Scotland they were 120 per cent higher, while England was one of only five nations of 15 surveyed where salaries were lower—80 per cent.

An "Empirical Comparative Study of Twenty One Educational Systems by *Harry Passow, Harold J. Noah, Max A. Eckstein and John R. Mallea, published by Almqvist and Wiksell International (Stockholm) and John Wiley and Sons.*

South Africa

Soweto reopens—to boycott

JOHANNESBURG

Reversing an earlier "security" ban on the opening of African schools after the mid-year holidays, the Government announced last month that pupils in areas like Soweto would again be allowed to attend.

Few children, however, turned up and, with many teachers also staying away, classrooms remained empty on the first two days after the reopening. It was not clear whether this was part of a continued protest following the Soweto riots or the result of intimidation. As there is no compulsory schooling for Africans, pupils could not be legally forced to return.

Louis Hotz.

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Australia

'Dictatorial' attitudes blamed for truancy

from John Kirkaldy

SYDNEY

Teachers and their attitudes towards their students are major causes of truancy, according to the most comprehensive study so far undertaken on the problem in Australia.

The study, authorized by the Commission on Poverty in Australia, was carried out by two Queensland University sociologists, Dr Paul Wilson and Mr John Braithwaite. They based their findings on a survey done in three schools in the Brisbane area.

Students with high levels of truancy were more likely than other students to think that teachers did not take enough interest in them, not to care what teachers thought of them, to think the standard of work expected was too high and to believe that teachers unfairly picked on them.

The report critizes Australian teachers for being too dictatorial: "We consider many teachers adopt an arrogant, authoritarian and insensitive attitude towards many of their pupils which considerably adds to the quality of truancy in many communities", it says.

It emphasizes that conflict is inevitable in schools in a social structure where every effort is made to maintain the aloofness and awe of the dominating groups.

Despite these gloomy findings, the survey found the 82.3 per cent of children questioned said that they were very happy or fairly happy at school.

Other causes of truancy included lack of parental interest, "irrelevant" curricula and "unimaginative" teaching methods.

Truancy was found to reach a peak at grade 8 (the 13 to 14 age group). The very competitive nature of most schools was seen as another cause of truancy: poor academic performers who regarded themselves as failures had much higher rates of absenteeism.

There was little evidence to confirm the widely held belief that truancy was sometimes related to an authoritarian background in the home. The worst truancy offenders were often found to be those who had freer control over the decisions affecting them.

The report says that the use of the cane is not a method that can be successfully used against truants. The fear of punishment has an effect on students but this, it believes, creates further antagonism towards school. "The culture of violence in our society, which we blame on the delinquents and unwashed students, may have its roots less in the gutter than in the respectable atmosphere of the headmaster's waiting room", it says.

West Germany

Easier entry plans meet with cautious reception

by David Dungworth

Chancellor Helmut Schmidt's call for the removal of entry restrictions in all faculties of higher education except medicine by 1977 (*TES* June 18), echoed shortly afterwards by President Walter Scheel, has taken the country by surprise, as the previous trend had been towards extending the *numerus clausus*.

Individuals and organizations concerned have since been considering ways of implementing his proposal and the likely consequences of doing so.

Herr Schmidt has himself presented to the *Länder* prime ministers a seven-point plan drawn up by Herr Helmut Rohde, Federal Minister for Education and Science. It falls short of the Chancellor's original demand in retaining entry restrictions in dentistry, medicine, pharmacy, psychology and veterinary surgery.

If accepted, it will, however, mean a gradual increase of up to 25 per cent in the number of places in these subjects and the introduction of a temporary, "overloading quota" to facilitate access to other departments.

So far the only positive response has come from North-Rhine-Westphalia. The state parliament has approved additional expenditure of DM 33.3m (over £7m) for 1977, and DM 43.1m for 1978 as part of a 10-year programme to remove restrictions in all but the five hardcore *numerus clausus* subjects and architecture.

West Germany's advisory body on higher education, the *Wissenschaftsrat* (Arts and Science Council), which preceded even the relaxation of the *numerus clausus*, claim that as an emergency measure places could be found temporarily for over a million students if the university building programme were expanded to accommodate a target of 850,000 instead of the present 750,000.

Further prerequisites would be additional funds to cover running costs and the introduction of the three-year "normal period of study" for undergraduate courses outlined in the Framework Law for Universities which became law in January. Financial inducements or the prospect of subbatical terms for research would do more to encourage academic staff to take on extra teaching commitments than ministerial directives increasing their teaching loads.

The organizations representing university teachers, the West German Committee of Vice-Chancellors and the *Hochschulverband* (West Germany's AUT) have turned down the idea of a complete abolition of the *numerus clausus* while declaring themselves willing in principle to accept a temporary overloading quota.

They recognize that this may well last for about 15 years since the number of applications is not expected to reach its peak until 1985.

They also insist that opening up higher education on the scale now envisaged can only result in a drop in standards and that the Government must be prepared to admit this fact.

Sign of the times outside a school in the Philippines.

Sweden

Adults flock to 'catch up' classes

from Mike Duckenfield

STOCKHOLM

A record of 116,400 over-18s studied secondary school courses in municipal adult classes during the academic year just ended, according to figures published by the Central Statistics Bureau. There was also a 14 per cent rise in enrolments for comprehensive school level courses.

While secondary enrolments rose by as much as 37 per cent for studies equivalent to the upper secondary school's two-year theoretical courses in economics, social studies and technology, trends at the comprehensive level were even more encouraging.

Among the 34,500 studying at the lower level there was a 50 per cent rise in the number of over-35s taking up studies for the first time. In contrast to today's youngsters, seven out of 10 of whom go on to take at least two more years of secondary study after nine years' compulsory schooling, a majority of over-35s have seven or fewer years' education.

Half of all adult students at the comprehensive level said they had taken up studies to gain the current school leaving qualification equivalent to GCE O levels. These include Swedish, mathematics, religious knowledge, civics, history, geography, biology, physics and chemistry.

Municipal adult classes began to be subsidized by the Government in the autumn of 1968 and have shown a remarkable growth in the last eight years. However, the courses run by the 10 educational associations still cater for the majority of adult learners—more than 2.1m last year—though most of their courses are not geared to school curricula.

State subsidies for adult learning during the next school year include 177m Skr (£22.1m) for municipally-run classes, 443m Skr (£55.4m) for the educational associations, 181m Skr (£22.6m) for the folk high schools and 59m Skr (£7.4m) for Swedish language classes for immigrants.

India

Five-year hopes foundering

from A. S. Abraham

BOMBAY

In a mid-term appraisal of educational progress in India during the fifth five-year plan (April 1974 to March 1979), the standing committee of the Central Advisory Board of Education (CABE), the chief federal forum for shaping national education policy, has warned that unless "remedial measures" are urgently taken, the situation "may be even worse" by the time the plan ends than it was when it began.

The committee says that the execution of educational programmes has been "very adversely affected" by the drastic slashing of funds by the federal and provincial governments.

It feels that even the modest allocation for the entire five-year period of about a billion pounds sterling (at current rupee-sterling rates) provided in the draft fifth Plan (the plan has yet to be finalized) might ultimately be reduced by about one-third. The final sum, it says ruefully, "in real terms is not very different from that in the fourth plan".

Specifically, the committee complains that because of the lack of money, the programme to step up the enrolment of children to 97 per cent of all those in the 6-11 age group and 47 per cent in the 11-14 age group is languishing.

Enrolments so far during the plan have been disappointing and have not been able to match population growth. The committee thinks that at the end of the plan, enrolment might be no more than 92 per cent in the former and 43 per cent in the latter category.

It also attributes the "immense difficulties" in switching over to the three-tier educational structure commonly known as the 10+2+3 system (10 years in school, two years in junior college and three years at university), to the cuts in Government spending. In particular, the plans to vocationalize secondary education have suffered.

At university level, it says, research projects and special schemes to raise higher education standards have been badly hit.

LETTERS

Tyndale: no pillorying without representation

Sir,—You are too uncritical of the Auld report. If judicial inquiries are to be fair, and are to be seen to be fair, individuals who are put in the "dock" ought to have separate legal representation. Mr Harvey Hinds and Mr Donald Rice ought not to have been pilloried in a public report without having first had their own counsel and solicitors to put their defence.

Their interests in the Tyndale inquiry were not identical with those of the education authority as a whole, and (although I make no criticism of the authority's legal advisers) it is questionable whether they were adequately represented at the hearings.

In particular the report ought to have contained an assessment of the hazards as well as the merits of the tough policy backed by disciplinary sanctions which Mr Hinds is criticized for not adopting. How great was the risk that the Tyndale dispute might have spilled over into other schools? If there was such a risk, was it a proper matter for Mr Hinds and the ILEA inspectorate to take into account? The report does not answere these questions.

Mr Hinds has served with distinction for six years as chairman of the ILEA's Schools Subcommittee. In the course of those six years, and before the Tyndale case, he intervened effectively to settle disputes in a number of inner London's other 1,200 schools. The job is unsalaried. It will be difficult to replace him with anyone of equal talent and experience.

Nothing in the Auld report attributes any dishonourable or self-regarding motive to him. Whether or not he resigned in the wake of the report was a matter for him. That he should have been hounded from office as if he were some sort of educational Richard Nixon is unjust and disgraceful.

ALEC GRANT,
Members' Lobby,
The County Hall,
London, SE1.

CASE for state schooling

Sir,—John Rae fortnightly has the hospitality of your paper to put the case for independent schools and has even abused his column to attack Maurice Peston. CASE would welcome the opportunity to support Maurice Peston in putting the other point of view.

Academic standards in independent schools are high. That is what they concentrate on and they select the children most likely to succeed based on parents' ability to pay the fees. Their advantage over state schools is that they are adequately funded and staffed. Moreover, they are subsidized by the state to the tune of well over £20m due to tax exemption and grants to children of diplomats, servicemen and other government-sponsored people working overseas. This enables them to have the most precious of advantages—small teaching groups.

As for being innovators, independent schools are the historic reason why state schools are having to struggle so hard to get into the twentieth century. They are based on those schools which trained civil servants and colonial administrators and are now having to face the gigantic task of changing attitudes and recognizing the actual task we face now and in the future of manpowering the economic recovery and educating citizens of the whole community.

The problems of state schools are partly due to this legacy and partly to the damage done in the sixties by the shortage of teachers and the consequent disappearance of some subjects from school timetables. Then in the seventies, just when teachers' pay was increased and the force stabilized, came the cuts which are planned to increase into the eighties.

It is thoughtless to blame the level of basic skills and knowledge on schoolchildren and illogical to say that selection is the answer when pupils are having to share textbooks and be taught maths by historians. You may ask why any parent continues to support state education under these circumstances. Part of the answer is that most parents have no other option.

The other part of the answer is that many parents do not want the hothouse atmosphere and social divisiveness of the independent schools. They want their children to be part of the community and part of the future.

Children are a valuable and shrinking resource whose potential the education machine should be nurturing. They should be able to look forward to taking their places in society and contributing to the economic recovery. Except that now we are facing the tragedy of a permanent pool of unemployed school leavers. Where is the logic in taking money from education to invest in industry if by so doing you further undermine the quality of the manpower.

John Rae cannot point to the independent schools as the way forward. Their alumni are now running the country with little success. Equally, they could not possibly produce an adequate supply of people with scientific, technological and managerial skills.

State schools must do that job and be given the resources to do it. The DES, LEAs and schools must openly discuss their objectives with teachers, parents and employers and come up with some plans and solutions.

ROS CULLINAN,
National CASE Committee,
62 Camden Mews,
London, NW1.

Going private is expediency

Sir,—Madeline Munro's contention (July 23) that teachers who pay for private education for their children should be disqualified from working in the state sector raises a number of issues. The chief of these is the new limitation she would impose on our freedom—something that hard-line left-wingers seem increasingly keen on. But that is not my main concern here.

Ms Munro writes as though we were able to make lofty, principled decisions about state and private: we are hardly so fortunate. State schools vary a lot in quality and organisation; if one disapproves, for whatever reason, of the handful in one's own area (and LEAs' allocation procedures sometimes limit one's choice even of these) then all one can do is to look around for such private schooling as is adequate, near enough, and within one's pocket. Sheer expediency, in fact; one does what one can.

No one but a doctrinaire fool would sacrifice his children's education by deliberately sending them to an inferior school in order to support a political principle.

Incidentally, I do not need Maurice Peston, with his jaundiced opinion of human nature and his blinkered view of much that goes on in state schools, to explain my motives to me; some of us can still think and see for ourselves.

HUMPHREY CLUCAS,
19 Norman Road,
Sutton, Surrey.

Informal and structured

Sir,—In view of the increasing confusion of informal with unstructured methods, and formal with structured, in current political pronouncements, I hope I may remark that I, like many less vociferous teachers, run very informal classes working highly structured learning programmes which generate a discipline of their own. Is such a concept too difficult or too inconvenient for those politicians who are driving Bennett's cart through our classrooms?

PETER HENDRA,
Head of remedial education,
Bowthorpe School, Bowthorpe Road,
Norwich.

Bailey

Don't drive out mature students

Sir,—Charging overseas students higher fees than most other countries has little to commend it at a time when the influence of the British heritage throughout the world appears to be declining. To add to the financial problems of mature students maintaining themselves at universities and colleges, often at great sacrifices to their families as well as to themselves, will undermine the concept of an education-oriented community in Britain.

The teenager who wishes to go on to higher education and, possibly, just drift from school to college is to be protected by the mandatory grant system and the freeing of tuition fees from parental dependence but no unprecedented obstacle is to be placed across the path of the mature student, whether he be financed from personal savings or by secondment on salary by an employer. The traumatic increase in fees for adult education classes not geared to any formal qualification is equally disastrous in terms of promoting an interest in education throughout the community.

It will be a grievous loss to many institutions if the mature student is driven out of them. The withdrawal of educational opportunities for adults is inevitably a step backward at a time when the rapidity of socio-economic changes and increased leisure present better opportunities for advance towards education-oriented citizenship if government action were geared to promote it.

JAC L. WILLIAMS,
Professor of education,
University College of Wales,
Aberystwyth.

Maths in a muddle

Sir,—The Royal Society and the Institute of Mathematics and Its Applications, have recently produced a report of their joint mathematical education committee under the title of "A survey of A level mathematics syllabuses". Their stated intention is to assist those who plan tertiary courses either in mathematics or in subjects which use mathematics, and there is no doubt that the publication will be of very real value to all those who are concerned with students whose mathematical education has reached this stage.

The survey gives a list in broad terms of the topics which are contained in 18 GCE single subject A level syllabuses which are examined in detail and indicates their distribution between the various courses so that a fairly clear picture emerges of the overall pattern of work in mathematics at A level. The report is an admirable and timely piece of work and greatly to be welcomed, and it is only when we come to reflect on some of the facts which it reveals that less agreeable thoughts obtrude.

Although 18 syllabuses are listed, the report points out that there are no fewer than 50 variations of A level syllabuses in mathematics, and an obvious question is the degree to which they are all necessary or desirable and for whose benefit such a proliferation has been allowed.

Next, the common core of these syllabuses, and it is not difficult to define it, departs surprisingly little from the Higher School Certificate course taken by the writer nearly half a century ago and which could be defended as at least as good an introduction to mathematics, either for application or for pleasure, as most of the syllabuses now current.

The real explanation of this is that much of the effort and controversy over the reform and modernization of syllabuses over the last few decades has been sterile and unnecessary. Its main effect has simply been to increase the confusion and anxiety of pupils and teachers and, in all likelihood, to have contributed to the general decline in basic mathematical skill and confidence which has been observed and commented on by many people, including the chairman of the UGC, who have responsibility for the further education of students in mathematics and its application.

A symptom of malaise, but one which has itself become a positive source of damage, is the wide acceptance of the ridiculous idea that there are two kinds of mathematics, "modern" and "traditional", and the acquiescence in this nonsense of many people who ought to know better. The truth is, of course, that virtually the whole of mathematics at this level was in common currency at the beginning of the century—and a lot of it known to the Greeks! Yet it still represents one of the greatest achievements of the human mind and should be taught as such, with a decent humility, and without the need for incessant meddling and trivial modernization.

Perhaps there is a reluctance to accept the plain fact that the real work was finished long ago and that there is no more need to tinker with it than to rewrite Shakespeare or touch up Rembrandt in conformity with contemporary taste. If this is not so, the motive for so much activity is obscure, but what is quite clear is that the interests of pupils (who have no defence) and of teachers (who have, if they only chose to use it) appear to play a very minor part.

The purpose of this letter is not to decry the genuine improvements which have been made (although these are neither as extensive or complete as is often supposed), but to suggest that there is a need for a firmer definition of the requirements of mathematical education for able students at 18-plus. Although it is unfashionable to look for authoritative judgments about anything these days, it would be reassuring if such a task could be entrusted to bodies with some recognized professional competence. Perhaps the joint mathematical education committee of the Royal Society and the Institute of Mathematics and its Applications could be persuaded to help.

D. R. PITT,
Vice-chancellor,
Reading University.

Evidence of inefficiency

Sir,—The recently published *Statistics of Education* (1974, volume 2, DES) show continuation of previous years' trends in the examination results of the comprehensive system (accounting for 60 per cent of leavers), relative to those of the unreorganized sector.

The continuing pattern emerging is that of broad comparability between the two systems at the lower levels of educational attainment, but the unreorganized sector is about one third better at five or more Os, and more than 50 per cent better in respect of university entrance. The proportion of comprehensive school-leavers proceeding to university has hovered around the 3¼ per cent level for many years.

It is difficult to see how the Education Secretary can assure parents that they will not be failing in their duty under section 36 of the 1944 Act (to cause their children to receive efficient education) should his Bill become law.

Yours faithfully,
A. SPEDDING,
"Alderyn",
Copperkins Lane,
Amersham, Bucks.

Quis custodiet ipsos custodes?

Sir,—We, the undersigned, wish to convey our grave concern at the disruption in education which is presently occurring in certain areas of the county of Hampshire. School caretakers have, with the official support of the National Union of Public Employees, closed several schools in a series of one day strikes.

Our concern is not with the validity of the caretakers' cause but with the means by which they are pleading it. The NUPE served notice upon the local education authority that secondary schools would be closed totally without warning and that infant and junior schools would receive 24 hours notice. Caretakers then locked school gates—denying admittance to staff and pupils.

This action has put, or could put, children morally and physically at risk due to lack of supervision during the day of closure. Any such closure is an illegal act since it denies children a day of the education statutorily demanded for them by act of parliament. The closures have denied to members of teachers' unions and associations, and the rest of the professional staff, the right to work.

In addition to the immediate effects of this action, we view with grave concern the potential for future effect and the precedents which are being established. It is not implausible to foresee a situation in which a caretaker could close a school on a day of critical importance to the careers of children, such as a GCE examination day.

Neither is it implausible to foresee a situation in which the head's control of a school, his autonomy which is one of the greatest strengths and virtues of the English education system, would be so seriously eroded by this insidious usurpation of his official rights and powers that his authority, effectiveness and professional status would be seriously diminished. We suggest that should the present action by caretakers remain unchallenged a serious threat is posed to our education system.

Further, as professional persons concerned with maintaining and raising standards within the teaching profession we are disturbed that non-professional persons should be allowed to deny us the right to work and to pursue the best interests of the children in our care.

We fear that there is a lack of awareness of the full implications of this issue and that acquiescence will—by default—grant to a non-professional body (NUPE) powers far in excess of any that are either desirable or constituted by act of parliament.

We therefore urge that all members of the teaching professions and local education authorities seriously consider the implications for the welfare and education of children, the status and legal position of the Head, and the status and right to work of the body of the profession.

We further urge that it be irrevocably established and asserted that a head has the exclusive right to open (unlock) and close (lock) a school in keeping with the Education Act 1944 and that a caretaker fulfilling these duties at any time does so only on the instructions—albeit implied—of the head and has no independent authority.

Thus a dangerous trend may be reversed and action to effect this should be swiftly taken.

LESLEY WATKINSON,
HELENA ELIS,
L. M. PATTON,
M. M. O'DONNELL,
M. TURK,
JULIET BYCROFT,
M. EVANS,
M. LANE,
Weston,
Petersfield, Hampshire.

Secondary pupils are channelled to suit their schools

Allowing pupils to choose subjects in secondary school is meaningless because they are channelled into courses to suit the school, according to an article in the latest issue of the *British Journal of Sociology* by Mr Peter Woods, lecturer in education at the Open University.

Mr Woods studied subject choice in a secondary modern for over a year. He talked to all third year pupils, a quarter of their parents and some teachers.

For middle-class children choice was a positive affair, based on their likely jobs, ability and prospects. But for the bottom streams, mainly working-class children, choice was a matter of taking "the line of least resistance" offered by the school.

"Years of interactions, tests and examinations have taught them their place", Mr Woods says. They chose the non-examination courses because they had been convinced that, as one put it, "I ain't no good at anything".

They showed "massive vagueness and unawareness" about the whole process of choosing options, doing "the same as my sister because she was no good at anything either" or putting down subjects they were not interested in because "I had to pick something, didn't I?"

These were the children whose parents did not attend meetings where options were explained. As one teacher put it, "They know this is not for them".

The teachers arranged subjects according to the demands of various occupations and pushed pupils along the two broad channels that "allow for those who opt in and for those who opt or are ruled out". They played down the part interest or liking should play in subject choice.

In brief

Limited access

Inequalities in education have not diminished and may well have increased, says a report of the national conference on access to education.

Edited by Paul Fordham, director of the department of adult education at Southampton University, the report is entitled *Access to Continuing Education* (T. M. Quirke, Open University, Milton Keynes, MK7 6AA, £1). It considers the prospects for an extension of educational opportunity beyond the limits of present formal schooling and higher education, the obstacles in the way, the social objectives implied by a movement towards continuing education, and the role of the media in breaking through barriers of time and place.

Ten years on

To celebrate the tenth anniversary of its Royal Charter the University of Surrey is arranging a Liszt piano competition open to pianists of British nationality aged 30 or under (August 31 to September 4), a thanksgiving service in Holy Trinity Church, Guildford High Street (October 23) and a Town and Gown concert in Guildford Civic Hall (October 24).

Advisers from OU

The Open University is sending a three man team to Pakistan to advise on the development of a People's Open University. Professor Ralph Smith, former acting vice-chancellor and pro-vice chancellor of planning at the Open University, will spend a year there as "shadow" vice-chancellor. Mr Joe Clinch, registrar and deputy secretary, and Mr Bill Prescott, senior lecturer in educational studies, will be in Pakistan for nine months.

Cup winners

Seaford Head Secondary School have won the 1976 East Sussex Conservation Cup, the county's top annual award for schools involved in projects aimed at conserving and improving the environment. The school also gets a prize of £100.

Unwritten law

Many schools in Hunterside have no written rules, according to a consultative report on rules, uniform and discipline compiled by the county council education committee and circulated for comment to teachers' organizations, the divisional advisory sub-committee and schools. About 40 per cent of schools have no corporal punishment, it says.

Jobs for four

The Countryside Education Trust, based at Beaulieu, Hampshire, has received an £11,500 grant from the Manpower Services Commission as part of the commission's £75m Job Creation Programme. The grant will finance jobs for three teachers and a designer for 13 months.

Woodcraft Folk

The Woodcraft Folk have 15,000 members and not 1,500 as stated in last week's *TES*.

£10,000 for childminders

The Health Education Council has allocated £10,000 for distributing free copies of the book which will accompany the special BBC television series for childminders which starts in January.

Course for jobless leavers

An eight-week course to help unemployed school leavers to acquire a sound basic knowledge of tyre fitting and maintenance is being undertaken by National Tyre Service Ltd., in conjunction with the Training Services Agency. The course will qualify for a City and Guilds certificate.

Writers on staff

The Greater London Arts Association has awarded three C. Day Lewis fellowships for writers tenable at London comprehensives. The schools and writers are: Aylestone High School, Brent (John Silkin); Rutherford School, St Marylebone (Tom Pickard) and Vauxhall Manor School, SW8 (Michael Rosen).

Brighter living

Trees, shrubs, bushes, conifers, heathers, climbers, other plants and bulbs are wanted to brighten the lives of the handicapped children at the Invalid Children's Aid Association's new school, Dawn House in Nottinghamshire, which stands on a ten-acre site. Gardeners and the public are asked to send or deliver their gifts to Mrs S. Naidoo, headmistress, Dawn House School, Holmsley Road, Rainworth, near Mansfield, Nottinghamshire.

Preserved

Concorde 002, the first British-built prototype of the supersonic airliner, is to be preserved by the Science Museum. It has been placed on display at the Fleet Air Arm Museum, Yeovilton.

Mother tongues

Yuvak Sangh (London) is organising a series of one day seminars on the teaching of mother tongues—Bengali, Urdu, Punjabi, Tamil, Hindi etc, to the Asian Community. Details from: Jayant Thakkar, organising secretary, Yuvak Sangh, 165 Muldon Road, London NW5.

More guides

For the thirteenth successive year membership of the Girl Guides Association has broken all previous records to reach the overall total of 852,439, according to figures for the 1975 census. The increase of 17,779 members spans every section of the movement from Brownies to Ranger Guides and every region of the United Kingdom, from Ulster to London and South East England.

Men of Kent

Visitors to Leeds Castle, Maidstone, Kent, this month will be able to study a collection of letters and other documents which reflect the important part played by men from Kent in 18th America before and during the Revolution.

Sport

Strange creatures in white give Montreal a surprise

from Stanley Levenson

MONTREAL

Some residents of Montreal, more accustomed to seeing baseball or basketball in their open spaces, were astonished last week to see a game of cricket at Parc La Fontaine on the eastern edge of the city centre.

The players were the British delegates to the international youth camp sponsored by the Olympic Committee. Appropriately, the guest players included Dick Palmer, the deputy general secretary of the British Olympic Association, and Sandy Duncan, the former general secretary, who is the top official of the Commonwealth Games Federation. In the spirit of the camp it was a fun thing, a demonstration of our ancient game to be bewildered natives by strange creatures in white.

Parc la Fontaine is just a boundary throw from L'Ecole Jeanne Mance, a large pre-university school which had been temporarily converted into a hostel for about 900 young people from 41 countries.

The small British contingent of eight girls and three men, all students who returned home early this week with the Olympic team, was led by Alan Roche, a senior lecturer at Carnegie School of Physical Education, Leeds Polytechnic, who is executive chairman of the British College's Sports Association.

The camp was intended to promote the Olympic spirit and international friendship. It seems to have done a better job than the Olympic Village, where there were so many competitive tensions.

The entrance to Jeanne Mance was a medley of coloured posters wishing welcome in dozens of languages and containing invitations to the many activities arranged by different national groups. The cricket match was one of these.

My guides to the school were Maureen Oddie, from the Isle of Man who studies at Crewe and Alsager College of Education, and Ian Burton, from Blackpool, who is at Carnegie. The school has five gyms, four of them in pairs which can be opened up into two huge areas. There seemed to be dozens of basketball nets. The group slept in dormitories, the girls sharing with the Phillipines and Upper Volta and the men with the Ivory Const. Apart from making their own fun, all could attend the various organised cultural activities during the games and have informal discussions. Every few days they received tickets for one of the Olympic events.

Several of the British group intend to write dissertations on their experiences. Many of the other national groups were composed of sportsmen and women who had just failed to make their Olympic teams.

The British approach was different. A three stage sorting out process was used to find 11 good "ambassadors". First came recommendations from higher education institutes to the British Students Sports Federation, which was asked by BOA to handle the arrangements. This produced 80 names. The 80 were asked to write a 1,000-word essay on one of four themes.

Stage two reduced the number to 22, 15 women and seven men, who were interviewed by a panel chosen. There was some ribaldry when it was discovered that the girls outnumbered the men.

Ability to pay the expenses was ruled out as a factor from the start. The delegation's costs were met by the Olympic Association. It was money well spent. But each delegate had to find a modest £40 which, it was decided, went on buying a uniform—a rather natty blue safari suit.

In addition to Maureen Oddie and Ian Burton, the group consisted of Alison Manley (Avery Hill, London), one of our leading young pentathletes, Nine Felton (Surrey University), Lynne Stevenson (Essex University), Helen Adams (Neville's Cross College, Durham), Helen Lyon (Lady Mabel College of Education), Alice Cookson and Claire Sharples (Im Marsh), Steve Drewery (Newcastle Polytechnic) and Chris Wilson (Trinity, Cambridge).

A similar camp is planned for the Moscow Games in 1980. There was a Soviet delegation at Jeanne Mance. The mix could be different next time with places being given to young people outside the educational world.

Rugby lion from Rugby

Mal Malik, 22-year-old Cambridge rugby blue and Warwickshire flanker, is expected to join Coventry from Rugby Lions as the next step towards an England cap.

Malik attended Dunsmore School for Boys, Rugby, after coming to England from Pakistan at the age of 13. He became the first Dunsmore boy to gain a 'varsity blue.

He learnt his rugby from Mr Wyn Morris, head of PE at Dunsmore and coach of Coventry and Warwickshire. Malik also represented the school at cricket, basketball and water polo.

Between leaving Dunsmore and going up to Cambridge last year to read land economy, he studied at Liverpool Polytechnic and the University of Manchester Institute of Science and Technology. During this period he played for Waterloo; was in the England Under-23 squad, and went on tours by Cambridge of Japan and the Continent.

'Make better use of those empty halls'

School halls, church halls, social clubs, works premises and youth centres should be used more for sport and recreation, says a report by the North West Sports Council this week.

The report is based on the finding of a study carried out at Atherton, a town of about 20,000 population, in the Metropolitan Borough of Wigan. The survey found that although a wide variety of sporting and recreational activities took place in Atherton, these "non purpose built facilities" were not always fully used.

Most of the scope for extending the use of existing premises was in schools, particularly church schools, says the report. Far more information is needed about sport and recreation at the local level, and about the use of local indoor facilities in particular. Local authorities should be encouraged to carry out their own studies of activities and facilities.

Mr H. S. Armitage, acting chairman of the council and vice-chairman of Greater Manchester Council Recreation and Arts Committee, said: "It is vital in the present economic climate that the best use is made of all possible resources. The report will provide some guidance to local authorities and sports councils for positive action at a time when they may have little money to spend."

Copies of the full report are available free from: The North West Sports Council, Byrom House, Quay Street, Manchester, M3 5FJ.

'Kick-about' grants

The first 16 grants in a £250,000 scheme to improve facilities for sport and recreation in socially deprived areas have been announced by the Sports Council. The grants, totalling £180,000, will help to pay for various projects in England, including several synthetic "kick-about" areas and community recreation centres.

How it is organized

A revised Central Office of Information reference pamphlet, *Sport and Recreation in Britain* has been published by HMSO at £1. It describes the organization of sport and recreation in Britain, the work of official bodies and voluntary organisations, and indicates the level of central and local government expenditure.

People

Sir Stanley Clayton, professor of obstetrics and gynaecology, King's College Hospital Medical School, is to be the new chairman of the Advisory Committee on Distinction Awards.

Mr T. M. Morgan, director of education for Gwent, is to chair the Schools' Council Committee for Wales. Mrs J. R. Fisher, head of Catford County School, the history committee.

Mr K. Brooksbank, chief education officer for Birmingham, Mr W. E. Buckley, principal of Warrington Technical College, and Professor S. A. Tobias, head of the mechanical engineering department at Birmingham University, are to be members of the reconstituted Engineering Industry Training Board.

Mr Scott Hamilton, a law student at Brunel University, is to be chairman of the European Democratic Students organization, which includes the British Federation of Conservative Students.

Miss Beryl Ashe, head of Dalmain Infants' School, Lewisham, to be head of Adamsrill Infant's School, Lewisham.

Schools

Mr Bill Beagley, senior lecturer in education at Eastbourne College of Education, to be head of Ditton Place, an Inner London Education Authority boarding special school, near Haywards Heath, Sussex.

Mr M. Warden, deputy head of Collis Junior School, Teddington, to be head of Queen's CE Primary School, Kew, Richmond on Thames.

Mr Cedric Bradshaw, senior master at Northwold Junior School, Hackney, London, to be head of Sir Thomas Abney Primary School, Hackney.

Universities

Dr J. M. A. Whitehouse, senior lecturer and acting director of the medical oncology unit at St Bartholomew's Hospital, London, to the cancer research campaign chair of clinical oncology at Southampton University for January 1.

Dr R. C. Smith, reader in electronics, to a personal chair in physical electronics at Southampton University.

Mr Arthur Davies, deputy librarian at the University of Leeds, to be librarian at Lancaster University.

Dr A. M. Arthurs, reader, department of mathematics, York University, to a personal chair.

Mr D. L. Blake, senior lecturer, department of music, York University, to a personal chair.

Dr M. Prutton, reader, department of physics, York University, to a personal chair.

14/15 Victorian schoolmistresses/ discipline

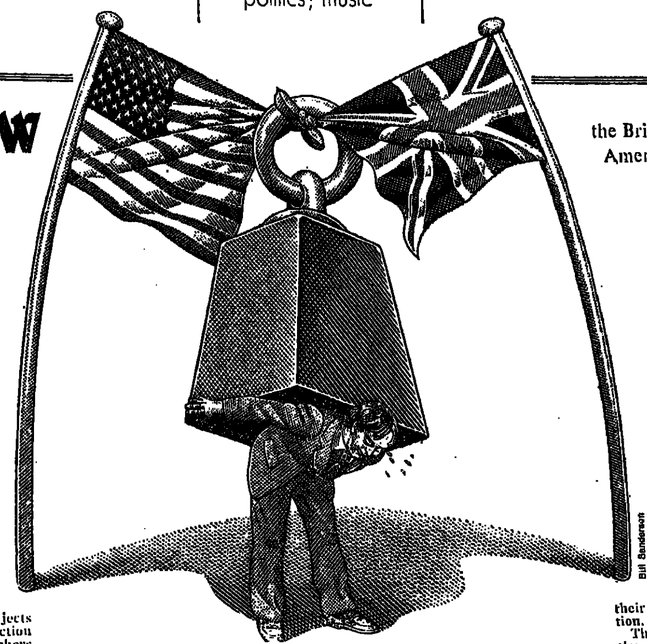
16 Children's literature

17/18, 27 Books: child development; social science; politics; music

28 Resources: history

29 Talkback: creative writing

Nearly new



Bill Sanderson

C. Michael Darcy compares the British induction scheme to the American Teacher Corps projects

The United States Teacher Corps projects and the United Kingdom Induction Scheme both set out to help new teachers to move more easily from their theoretical training to the practical responsibilities of teaching. The Teacher Corps began in 1965, but it came only slowly to emphasize bridging the gap between theory and practice. The initial effort was to provide teachers during the time of teacher shortage.

The Induction Scheme, arising from the James report, had this problem clearly in focus from its start in 1974. In its second year of operation, the scheme's most important contribution has been the identification of the special concerns of new teachers.

New teachers speak of fatigue as a major problem. They feel this comes from the sense of responsibility for managing others, the isolation of being in charge of a classroom and the new person on the staff, and the need to rapidly build up a set of teaching skills and materials relevant to a school—its curriculum and its children.

The scheme has offered some relief from fatigue, in that the new teachers have a lightened time schedule, and the released time can be used for in-service work. Apart from meeting for courses, the new teachers can meet more often with their colleagues. It reduces their sense of isolation when they find there are others with the same problem.

Probationers report that simply knowing that there is a teacher tutor, whose job it is to assist them with their problems, lightens the burden.

Teacher tutors have gone far beyond merely being available to new teachers, but the development of this new role has met with some problems. In the smaller schools, particularly infant, junior and special schools, tutors report that the only staff member who has a sufficiently flexible schedule and the necessary experience is frequently the head or his deputy. Yet newly qualified teachers sometimes feel reluctant to share a problem with someone who is to assess their probationary period.

In some cases the teacher tutor must move from school to school, to work with several probationers, thereby losing some rapport. Tutors also have questions about how to carry out the job. Should they wait for the probationer to raise problems? Should they merely organize the visits and other in-service work for the probationers, or take a more interventionist role?

In the United States Teacher Corps, the teacher tutor analog is the team leader. Their main characteristic is that they are seeking, for themselves, some sort of professional renewal or advancement. They are experienced teachers for whom the challenge has worn off. Since none of them are principals (heads), they avoid some tutor problems, but share others with their British colleagues.

In both countries it has proved impossible to establish prerequisites for the job, so the emphasis has fallen on teacher tutor or team leader training. The most useful form for this in the United States has been for the team leaders to work together, using colleges or universities, to prepare materials of use to themselves or to interns (probationers). The problems they have worked on are similar to those that tutors have, as indicated by tutor logs and interviews.

United Kingdom probationers and United States interns most frequently seek advice about individual problems with pupils. Teacher tutors and team leaders seem to spend most time on administrative procedures, ordering materials, keeping pupil records, and school rules. The formal in-service work in the United Kingdom concentrates on the curriculum with which the new teachers must work. The American in-service work spends a great deal of time on teaching skills and strategies, actual methods of classroom organization and instruction.

These differences between what new teachers, their tutors and the in-service agencies are interested in are probably due to their differing perspectives. The new teachers are concerned with what is immediately in front of them—problems with children. Tutors and team leaders are concerned with the systems within which they must work. The British in-service agencies dwell on subject matter because of the examination system, while the American in-service agencies focus on the methods of teaching, since there is no general system of examinations.

The most common interaction between tutors and probationers is the one-to-one discussion. While this is appropriate for many purposes, new teachers often expressed a desire for more open, small group debates. A frequently used form of tuition is observation—either by the probationer of experienced teachers, or of the probationer by the teacher tutor. New teachers have said that, though anxious about being observed and criticized, they would benefit from more of this sort of help.

In the United States discussions between team leaders and their interns, and observation, have been combined into a system for training leaders to help interns. This is called instructional supervision, and the materials are now being Anglicized in Liverpool.

New teachers often feel they must play a guessing game about the standards to be applied to their performance. Evaluation forms tend to use the most general terms. In the United States there has been a movement toward competence-based teacher education. The knowledge, skills and experience that a new teacher should have are spelled out, and this includes the means of assessment. The means of acquiring these competences are left to the new teacher, the team leader and the training institution. In essence the course begins with making the examination public.

A major problem for all working with the Induction Scheme is the reward system. New teachers and teacher tutors want the college people to see the schools, the children, the materials and problems, to observe and criticize teaching, and give demonstration lessons. The feeling is that college lecturers are out of touch with reality.

The college people do not object to this as a concept, but the reward system in the colleges does not recognize such field work. An additional academic degree, a popular course which draws in more students, a publication—all these are rewarded. Work in schools can only be done at the expense of the main job. There were several complaints from college people who had worked on the teacher tutor handbook, given lectures at professional centres, or who had in other ways gone beyond the narrow definition of their job, that they received no recognition.

The Induction Scheme relies on released time and on extra payments as rewards. Both are used sparingly in the Teacher Corps projects, where the major rewards are recognition and opportunities for advancement. All materials produced carry the names of those who worked on them, and so can be used in preparing credentials for future job applications.

Team leaders and interns, as well as the college personnel, are encouraged to attend professional meetings, with at least a portion of their expenses paid. The in-service training offered receives credit which may be applicable to advanced degrees. The team leaders are given adjunct status at the institution which houses the in-service programme, and so get some of the perquisites of the college staff.

The more effective rewards for the college people have been increases in conference expense money, increased opportunity for research and writing, and increased availability of secretarial and reproographic material. However, it has been difficult to get American colleges and universities to alter the basis for promotion and tenure, or to change the basis for computing work load to account for the different style of teaching involved in in-service work. In working for these changes American educators use the model provided by British teachers' centres, and what the James report calls "professional centres".

The difference in the reward system is a calculated effort to keep the immediate cost of the Teacher Corps projects down. It is also a calculated exploitation of a belief that people, in the United States if not elsewhere, respond better to delayed gratification than to immediate reward.

In its two years the Induction Scheme has uncovered the problems of the re-design of teacher education which have preoccupied the Teacher Corps projects in the United States for the past 10 years. By sharing potential answers perhaps the resolution of the problems can be accelerated.

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In 1900, the young mistress at Temple Cowley Infants' School, Oxfordshire, had nearly 40 children all to herself. Lily Dear

Above their class

Pamela Horn looks at the life and times of country schoolmistresses in Victorian England

"Wanted: immediately, certificated or uncertificated, a MISTRESS (with mother or sister to assist), for Mixed Village School. Evangelical principles, good testimonials, and good singer required. Address: Rev. E. Walford, Dallinghoo, Wickham Market" (advertisement in The Schoolmaster, *January 6, 1872).*

For women and girls in Victorian England school teaching provided one of the few ways of earning a living, apart from ill-paid domestic drudgery or dressmaking or work at a factory machine. Partly for this reason the profession became dominated by women, so that by the end of the century they outnumbered their male counterparts by about three to one.

For the daughters of small tradespeople, gardeners and agricultural labourers it was a means of rising in society. These groups provided the majority of recruits to the profession, as one of Her Majesty's Inspectors of Schools pointed out in 1847. "In the country [they] are the children of small tradesmen, yeomen, or the upper servants in gentlemen's families. In the towns, and especially in London, they belong to the better and higher divisions of the operative classes. . . . They are the children of respectable artisans, silk-weavers, cabinet makers, etc."

For the minority of the profession who passed through training colleges, particularly from the 1840s onwards, success could mean setting up with a comfortable salary of £60 a year or more, with a rent-free house and garden. Even those without formal training—well over half of the total—were not badly placed, with a salary of perhaps two-thirds of that amount. Few adult male manual workers in the mid-Victorian years were able to command a basic wage of nearly £1 a week.

Cheap labour for cleaning the school house or for carrying out other chores could easily be recruited from among the scholars, on the grounds of giving them domestic training. A Suffolk woman, born about 1870, recalled being paid 2d a week to clean the school, lay the fires, ring the school bell before morning school, and at weekends scrub the school lavatories. She received a further 2d a week for fetching the mistress's bread and milk.

In the early days some teachers were of very low calibre—as at one small Oxfordshire school, where in 1854 an inspector noted that the education given was "of a very indifferent quality. The degree of intelligence very small. The teacher is untrained and not skilled in the art of teaching. In very bad weather she can not come to school, the distance from her house being too great. The number of pupils and the salary are both too small to engage the energies of an experienced teacher."

But most achieved a satisfactory result, as Flora Thompson remembered of her first mistress at Cottisford School in north Oxfordshire during the 1880s: "Every morning, when school had assembled, and Governess, with her starched apron and bobbing curls appeared in the doorway, there was a great rustling and scraping of curtseying and pulling of forelocks. 'Good morning, children.' 'Good morning, ma'am', were the formal, old-fashioned greetings. Then, under her determined fingers, the harmonium wheezed out 'Once in Royal' or 'We are but little children weak', prayers followed, and the day's work began."

At this school the mistress taught all the children herself, aided only by two young monitors, former pupils aged about 12, who were paid 1s a week for their services. In such circumstances firm discipline was considered essential if order were to be maintained. But some women carried this to excess, like the mistress at Penn in Buckinghamshire at the turn of the century, whose favourite punishment was to make a dullard stand in front of his fellow-pupils holding as many as 12 slates on his head".

In most village schools teachers confined their basic instruction to reading, writing and arithmetic, with religious knowledge and needlework for the girls. Only a few of the more ambitious extended their programme to cover history or geography or English grammar.

One of their main anxieties was securing satisfactory attendance; not until 1880 did it become compulsory for every child to attend school at least to the age of 10 and thereafter to 14, unless he or she could pass a simple leaving examination. Even after that date there were always some backsliders who were ready to break the law and to stay away from school, in order to earn a few pence working on the land or in a local industry.

Despite this situation, from 1862 onwards government financial help to elementary schools depended primarily upon the level of attendance achieved by the pupils, plus their success in an annual examination conducted by one of Her Majesty's Inspectors of Schools in the three Rs. The mistress's worries were compounded by the fact that in many village schools it was customary to link the amount of her salary in any one year to the grant received by the school from the central government.

It is possible to trace a note of growing anxiety and even hysteria in the school records of some teachers as the date for the annual inspection drew near. Thus at Lockford in Hampshire the mistress wrote in June, 1878: "Received notice that exam would take place in July. Sent notes to a number of the parents desiring them to allow the children to attend school as regularly as possible." Her colleague at Cublington in Buckinghamshire noted early in the previous year: "Must give the girls needlework all this afternoon instead of the usual lessons in order to be ready for the inspector's visit." And at least one mistress in Worcestershire was reduced to tears by the "bad behaviour" of the HMI, who had bullied teacher and scholar alike.

Perhaps few were as severely shaken as the young Sue Bridehead, the heroine of Thomas Hardy's *Jude the Obscure*. When the HMI arrived unexpectedly and Sue "realized that an oft-dreaded moment had come, the effect upon her timidity was such that she uttered a cry of fright". Although she soon recovered herself, a reaction set in later and she had to have "some brandy to bring her round".

Apart from these difficulties there were also social problems to be encountered. As one of the inspectors pointed out at the beginning of the 1860s, the position of the schoolmistress was "a very peculiar one": "It separated her very much from the class to which she had originally belonged, while it did not bring her socially into contact with a different class, and therefore she was very much isolated. She could not marry a labourer, nor an artisan who was not an educated man, and she was not very likely, generally speaking, to marry a person very much above herself."

One of his colleagues, writing in 1894, agreed: "Forlorn indeed is the lot of the young mistress in some of the outlying rural nooks. They have perhaps been pupil teachers in towns, and then trained in some college, and accustomed to social intercourse. Suddenly they are moved off to distant, secluded spots, where there is little or no society, and find themselves at the outset of their careers confronted with all the hard circumstances of school life, ill at ease, and with circumstances far from encouraging. It is not surprising that many of these teachers become restless and mere *birds of passage*."

His views were echoed by "A Young Schoolmistress" in a letter to the *Educational Guardian* in March, 1861. She complained, too, that the clergyman's family and the ladies of the parish emphasized the importance of not dressing "above her station. . . . Consequently the new mistress is subject to the painfully unpleasant process of analysis, and being pronounced guilty of 'dressing as well as themselves', is punished by being made to feel her inferiority in ways too numerous to mention."

The rules of the women's training colleges took much the same line. At Stockwell College in London, frivolity of dress was firmly condemned: "The ladies' committee wish it to be distinctly understood by all candidates for admission that they consider neatness and plainness of dress incumbent on those who undertake the instruction and training of the young; and it is the express wish of the committee that no flower, ornament, or other finery should be worn."

Bonnets were the required headgear for Sundays. Thomas Hardy's cousin, Tryphena Sparks, who attended the college from 1869 to 1871, is remembered as wearing plain grey or black dresses and button boots when she took up her first headship in Plymouth at the ripe age of 20.

Many teachers were expected to play the organ in church on Sundays or to train the choir, while Sunday school teaching would ensure that not even the sabbath was a day of rest. An advertisement for a certificated mistress for Braningham School, Norfolk, in January, 1972, included the requirement "Harmonium: choir". For this and for teaching 50 children at the day school a salary of £40 a year was offered, plus "furnished rooms, coals, garden". Other school managers encouraged teachers to carry on evening classes—as at Halstead, Essex, where a basic salary of £50 a year was offered, plus the possibility of "a good opening for a night school, as to which arrangements will be made".

Despite the hardships and the dulling repetition of the daily round, there were compensations for the women who were good at their work. With sympathy and understanding, they could win the love and respect of their charges. Tryphena Sparks was not the only teacher to receive a gift from the children, when on March 20, 1873, her twenty-second birthday, she was presented with a red and gold leather autograph album inscribed on the fly leaf "To our dear schoolmistress, Miss Sparks, on the anniversary of her birthday, with fond love". Then followed the names of the pupils.

Similarly, the Yorkshire lad, Fred Kitchen, in his autobiography, *Brother to the Ox*, described his own teacher as the "dearest old lady that ever kept school". From time to time she would buy sweets for the 60 scholars who attended, and although her chief care was to teach her pupils "morals and manners", in Fred's view her greatest contribution was the way she taught him to love and reverence good literature.

"Although I have never made much success of life—which was no fault of her teaching—life has been made rich because when ploughing up a nest of field-mice I could recite Robert Burns's 'Ode to a Field-mouse'. I . . . could recite off-hand much of Burns, Keats, Shelley's 'Skylark', and many of the great poets." Such a tribute, paid after more than 40 years, is one that any present-day teacher might be happy to receive.

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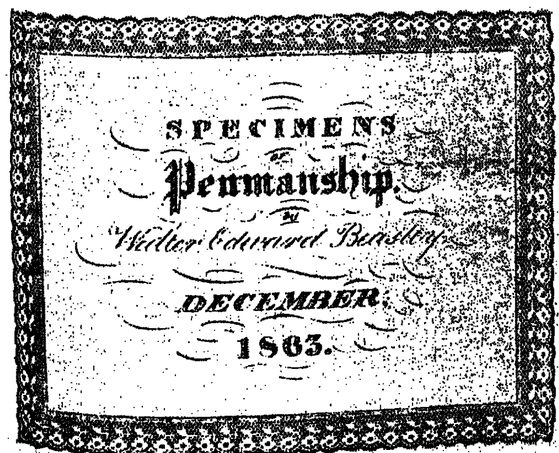

Writing and 'penmanship' were given great emphasis in Victorian schools.

Back to the bad old days

Cynthia Mitchell looks at the darker side of 'good, old-fashioned discipline'

She whipped him, she lashed him, she drove him through the mire,
I would not lend my pony now for all that lady's hire.

After all these years, there it is again going round, unbidden, evoking painful memory. Why? I remember the exact moment when the pony turned into a child, and the lady into a headmaster, and the words of this rhyme, which I had forgotten I knew, pulsed in my head as I rushed into the staff lavatory in tears.

It was two minutes to nine on a cold, grey morning in the cold, grey boys' yard of a cold, grey elementary school. The Second World War was over, the men teachers were returning, and I was an ex-office girl who, a few weeks earlier, had been transformed into an uncertificated supply teacher by a 10-minute interview with the deputy education officer. Anyone willing was needed, to hold open vacant classes until servicemen previously employed by the local education authority had had their demob leave.

I had arrived in this rotten school the previous day, and been given the job of holding on to standard two, as typical a mob of 50 under-nourished, hand-me-down-clothed, eight-year-old anti-schoolers who could be found anywhere in those northern parts in those fatherless days.

At 10 to nine I had blown the whistle in the boys' yard, as instructed, and nothing happened. The fighting, screeching and mass around me fought and screeched on regardless. At the fifth piercing blast a boy far bigger than me stopped twisting the ear of his smaller companion and asked, "What's up?" When I said, "Aren't you supposed to get into line or something?" he looked astonished and relaxed his grip. His victim escaped, and with an oath he gave chase. (I was later told that he would naturally be surprised because, as far as the staff could remember, until I replaced a man, no woman teacher had ever set foot in the boys' yard.)

Suddenly the noise died, and the mass of bodies sorted itself out into a square of straight lines, with each boy standing rigidly to attention, all eyes seemingly on me. A cane swished behind me; I turned to see the headmaster standing in the doorway. Slowly he advanced and began a steady, swishing prowl up and down the ranks. Five boys were poked to the front with the cane, asked if they had cleaned their boots that morning, and given three vicious strokes on each hand for lying.

As they shuffled back to their places I thought I was going to be sick. I looked at the offending footwear, and saw that not one pair had uppers completely attached to the soles, and that one boy's bare toes protruded from a large hole where the toe of his sock should have been. He whipped them and lashed them and he drove them through the mire, and he called it discipline. "Discipline", he said, when I was on the mat at playtime for arriving late and tear-stained in class; "good discipline is the first lesson a would-be teacher must learn".

Seemingly fair advice for a beginner, but it was this word "good" that stuck in the gut. Throughout my early supply teaching days it was constantly used in staffrooms to describe practices that, by any civilized standards, were thoroughly bad, if not downright wicked. More often than not the only advice I got about how to deal with a disturbed, feeble, dull, backward or near-mentally deficient child was, "What he needs is a good hiding"; "I'd give it to her good and proper if I was you"; "Send him to the boss, he's in good form today". When I never did I was told, "You'll learn, life's easier for the stuff when the head swings a good right arm." What I learnt was that that is not true.

My own prewar elementary school headmaster was renowned as a good disciplinarian. One of his delights was to repeatedly strike top A on the piano, and force us to squeak the Lord's Prayer over and over again until the desired purity of tone was achieved. Boys and girls of eight to 14 would puff out their chests like poulter pigeons as he stalked up and down the ranks with a raised clenched fist, loudly thumping on the breast bone those accused of not standing up straight enough.

After the parade, he indulged in his greatest pleasure, and pronounced the dreaded words, "Absentees of yesterday". It was the greatest terror of my early childhood that I would become an absentee of yesterday, and have to stand at the front to be sneered at, abused and probably thrashed for the wickedness of having contracted measles or mumps.

I need not have feared abuse and violence because I was one of those who could produce a correctly spelt note from articulate parents of some social standing in the village, and I was only subject to the sneering part of the ceremony. The most unfortunate absentees of yesterday were the regulars, the "Please, sir, I had to mind the baby cos me mam was poorly" or "Please, sir, I didn't have no shoes" brigade. The more pathetic their home lives, the greater the punishment. On a good slashing day the head would be in such a fine mood that, beating time with his hot cane, he would send us off to our classes singing "Tipperary".

This was a short-lived pleasure, because the disapproving teachers who received us would feel obliged to hit or cane one or two of the more boisterous singers, whom they feared were interpreting this deviation from the norm as licence to enjoy themselves. But come playtime, enjoy themselves these toughened kids did, beating the living daylights out of smaller, feebler and less aggressive children, in imitation of their betters, but without the adult refinement of regard for the niceties of parental social standing.

Still, it was all a long time ago, wasn't it? The problems of schools are very different now, 30 years on, and, thankfully, the slightest evidence of excesses of zeal for punishment make headlines. But for how long? As the memory of the extent to which some of these excesses were carried is fading, public reaction to such headlines is changing. It seems to be becoming more and more fashionable and respectable to speak out in favour of good, old-fashioned discipline, and to advocate a return to methods that at least produced a hierarchical work force for a bygone age, and at worst were barbarous.

Public utterances from all sections of society, from the pub know-all to aspiring Secretaries of State, would indicate growing support for a simple turn-back-the-clock approach to the vast, complex and ever differing but continuous problems of educating a nation's children for a largely unforeseeable future. Yet the future, and the future only, is what education is about.

Undeniably, experiences of the total reality of the past are valuable in helping to determine directions for the future, but what we can learn from them can only lead to improvement in the education of all our children in the light of what could be. For this we need people of far greater vision than those who can do no better than point to the murky shadows of what has been, and tell us that retreat is the best way forward.

Is the educational history of this country in danger of repeating itself? A few years ago such a question would have been laughable. Now it is not so funny. In the present climate of nostalgia, could anyone confidently predict that brutality to children in the name of education could never occur again? I do not know about these short-sighted yearners after the good old days, but if ever the evil day comes again when sadists posing as good disciplinarians are accepted as respected local citizens, I would not send my child to one for all authority's ire.

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In and out of Wonderland

Marion Glastonbury on the essence of children's literature

We all agree, don't we, that the Child is father of the Man? Wordsworth's paradox is our truism. We know that our present consciousness is based on past perceptions and that our current existence incorporates the stages through which we have passed. The childhood self lives on.

Yet the subtle ontological assumptions provided by recent literature, philosophy and psychiatry do not seem to have helped criticism much. We seem no nearer to defining what we mean by childrens' literature, who reads it and what it does for them. Marjorie Fisher's statement of first principles in the opening chapter of *Intent Upon Reading* reveals the inadequacy of our conceptual equipment: "A child's story must, ideally, be written from the heart and from at least some memory of and contact with childhood. It must appeal directly to the imagination of the reader, must create a unique world into which the child will go willingly and actively. It must necessarily contain some proportion of adult comment." This means no more than "A child's story must be suitable for children and is likely to be written by an adult." The tautology is familiar and so is the terminology of "The world of the child" is an all-purpose phrase used everywhere with such cheerful vagueness that it is worth scrutinizing. "The world of the child" commonly refers, without distinction, to the fictional creation of a particular writer, the impact of this creation on readers, the perceptual framework said to be common to all children, and the reviewer's own recollections of his youth. If we concur with Marjorie Fisher's judgment that children's literature represents the attempt to "create a world to suit a child, a world scaled down in an appropriate way from the adult world", we must recognize that the world to which we refer has no independent objective existence. What we are looking at is our own view of children and adults, the current consensus of "suitability" and "appropriateness" in contemporary minds.

It is possible here to discern two opposing schools of critical thought, based respectively on the Pleasure Principle and the Growth Principle. The first line of argument, for which C. S. Lewis was a prominent spokesman, holds that there is no such thing as children's literature since a good children's book is good by any standards. The practice of classifying books according to the age-groups for which they are supposed to be appropriate is merely an administrative convenience for philistines, misleading and unhistorical. Just as games once universal became the preserve of children when they lost favour with adults, so a literary genre which is temporarily unfashionable may still reach a youthful public.

Educators, on the other hand, in their concern for growth, seek to match the product to the consumer. They use dietetic metaphor. Books are food, nourishing or stunting the mind, and must be suited to the stages of epigonetic development. Maturity is an important critical concept to reasoners along these lines, and they watch out for signs in any literary work which might foster either precocity or regression. This catches the writer in a double-bind. He may be accused of inappropriate sophistication if he has put what he is a day older than Daisy Ashford. Conversely, if he writes within a child's frame of reference, this may cast doubt upon his mental health; he and adults who admire him may be reproached for self-indulgence and urged to put away childish things.

I think these contradictions, and the circular arguments which they produce, have their source in the peculiar susceptibilities which we bring to children's literature. We all have inside knowledge of what it was like to be a child, cherished knowledge, our own unique expertise. The writer whose books appear in the juvenile section of his publisher's lists (setting aside the question of his own aims and intentions; I imagine every author wants to be read by everyone) is already stepping on our special province. Furthermore, when, adults, we read a book with a juvenile label, we are usually involved in a particular relationship. We are going to send it in a Christmas parcel or present it to a class or put it in a library. We are therefore brought closer to the author than we would normally be in our private reading. The child identifies us with him; we act on the author's behalf as agent or mouthpiece. If we read the book aloud, the narrative is inseparable from our own voice. Thus we require that what is offered by the writer should be compatible both with our remembered childhood and with our feeling for existing children—a touchy subject. Indeed it is almost a defining characteristic of children's literature that it comes out of one relationship and into another.

For even if we avoid the commercial

jargon whereby a writer "caters for" a particular age-group and settle for C. S. Lewis's rejection of categories, it is undeniable that many books have been written with a particular child in mind. Alice Liddell, Alastair Grahame, Rose Wilder, Laurent de Brunhoff, Tolkien's sons, Richard Adams's daughters—these were catalysts who made possible a crystallization of adult experience. Hence the vehemence of our response and the subjective adjectives of the reviews: "delightful, charming, enchanting" if the book strikes a harmonious chord; "distasteful, coy, sentimental, whimsical" if it jars.

But, of course, one man's charm is another's whimsy, taste and the sense of fitness in personal relationships are themselves part of a historical process. Each generation revises former ideas of what can be said "in front of the children". The books our forefathers gave their children amaze us with their moralizing and their sentimentality. The didacticism which we find so obtrusive was once the natural posture, the natural mode when adults and children were together. We can safely assume that posterity will be similarly aghast at the attitudes reflected in our contemporary styles, though we cannot see our own stance or the ground we're standing on.

Just as each new relationship is literally unique (though not unprecedented) so the books of each historical period are able to incorporate new aspects of experience. Old and young meet on new ground and establish new sources of shared pleasure. This happens whenever children say "Tell me when you were little". They prompt the nuts of reminiscence and their receptivity shapes what is remembered. The parent probes the geological strata of the past and the sample of sediment he or she digs up becomes an anecdote, an artifact, a new form of family property. In this way posterity connects its ancestors. The young are the context of history and they fashion it. They have an effect on what happened before they were born.

At the same time, there is a backward undertow in communication. Chatting up babies, one is startled by the resurrection in one's own mouth of old endearments unheard since the cradle. E. B. White describes conversations with his son in which he heard himself transmitting received ideas which he would certainly have jettisoned after a moment's thought. "I can this be me?" Hence nostalgia, archaisms and time-honoured cant in children's literature.

As individuals, the chronology of our own lives is felt as perpetual metamorphosis, with the process of childhood continuing through parenthood, our own formative years interpreted as the next generation is formed. I should like to define children's literature, to the best of it, as writing which expresses the continuity of this process. It restores the unity of experience and makes possible a community of taste.

I believe that writers who have achieved this have done so consciously—often in a partisan spirit, defying censorship and parodying conventional adult roles, in deliberate reaction against a constricting deadening pattern of relationships. Lewis Carroll, Mark Twain, Kipling, Grahame, Beatrix Potter, Hilaire Belloc—all cast an affectionate eye on "naughtiness" and made common cause with children in an age of spankings. Each writer in any such literary roll of honour can be seen to exceed the limits of what his contemporaries thought proper, and almost invariably it has been comedy which has changed our perspective of what adults and children have in common —shared laughter, the great reconciler. It must be said that the pioneering sense dates rapidly, and even fine writers are sometimes self-conscious and self-congratulatory in their celebration of revolutionary new relationships ("God bless Daddy, I quite forgot") so that we, their adult descendants, complain of coy winks of complicity and inappropriate digs in the ribs. But if writers of this synthesizing, generation-spanning kind are occasionally embarrassing in retrospect, they are also alarming in prospect. In recent years, the "world of the child" has been extended to include previously alien territory, adult aggression and sexuality, domestic conflict and social class.

Fear might be seen as the price readers pay for privilege. Gaining access to what was once an adult preserve, children are exposed to new places of pain. The serious children's writer opens an escape route from the nursery, offering freedom of movement with all the hazards it entails. "Welcome to the grown-ups' quarters—take a load of this!" Tom Kitten's case suggests an analogy. When she shut her children up in a cupboard, a customary practice in her day, Tom Kitten escaped incarceration and found worse horrors in the chimney. This metaphor suggests, however, that the child's domain, the nursery/cupboard, has a permanent site and recognizable furnishings, whereas in fact the boundaries of innocence and experience are continually redrawn. The house we live in, the mental architecture which puts each age-group where it belongs, is a variable construct formed from the mutual perceptions of adults and children in every age. With the possible exception of incest, there is no common consent across time and space as to what is unfit for tender care.

Today's taboo is tomorrow's topic; themes are by turns cordoned off and opened up, screened from one set of children, spotlit for the next. Deathbeds, abundantly witnessed by the Victorian young, were then hidden from view until such recent disclosures as William Mayne's *A Game of Dark*. The urban poor, observed and displayed for the edification of our grandparents, almost disappeared from sight between *Froggy's Little Brother* and Leila Berg's Nipper Series.

Grant that the child's potential matches the actuality of the adult and it follows that the "two worlds" are coextensive and the compass of children's literature theoretically infinite. Its only limitation is the language books written for children at any given period have to accommodate. In practice the representation of possibilities, and collective editing of experience according to the self-images, sensibility and inhibitions of a particular society based on the most intimate relations of its members.

If you accept this view, all children's books are "moral" in a sense which has little to do with the didactic intentions of particular writers. Critics still refer to the moral as a separate entity within the work—like the medicine in the pill—distinguishing between those which are properly coated and those that choke you. Yet the sugar is as morally significant as the pill. It is the whole story that you assimilate. The moral impact of a book is only partly attributable to the author's message, which will pervade the work no more than, say, training for citizenship in a community, or deliberate disciplinary measures within a family. What propose "bringing up" our children? We are all more influenced and influential than we know, and most when we are least aware of it.

In assessing the moral implications of a children's book, we usually vet it for references, incidents and moods which raise a sensitive adult eyebrow. But this merely compiles a check-list of personal dislikes which are difficult to justify and apply in general. Having isolated our ingredients, we realize that it is their interaction which concerns us. Once taken apart, the components tell us little of how the mechanism works. The elements are units of a much more complex encoded message which becomes intelligible only when we pay it a different sort of attention.

It should be possible to discern the moral meaning of a book, to find out what is going on in it, by holding its moving structure in our heads. Lucien Goldmann calls this approach "a sociological aesthetic", "the conceptual extrapolation of the real emotional intellectual and motor tendencies of the members of a group". A Freudian might term it the analysis of "ego-strength and super-ego severity" within the work. Reductive as this vocabulary is (and, I admit, reminiscent of *The Pooh-Perplex*), I think it is an advance on the critical tools we use at present.

In much contemporary fiction there is an underlying preoccupation with the resolution of conflict and the assimilation of individual difference into a normative group. There is a power structure implicit in relationships and it is worth asking how much vigour and autonomy are vested in the characters, how much effect each other, how do they grow? The momentum of Dahl's stories, for instance, is vengeful magic; only the passive child-hero and the controlling parent-hero are exempt from malign metamorphosis. The other characters exist in order to be punished.

By contrast Alice becomes more her own person with each encounter in Wonderland. Distressed by loss of identity, intimidated at first even by the White Rabbit, she masters her physical changes and holds her own in conversation until the final trial scene in which she defies the combined majesty of royalty and the law. In resisting domination—"how the creatures order one about!"—she sees through the authority which is based on vested interests

"That's not a regular rule. You invented it just now."

"It's the oldest rule in the book", said the King.

"Then it ought to be number one", said Alice.

In a repressive age, Lewis Carroll gave children a triumphant paradigm of self-determination. We label our own day "permissive" but a daringly modern book like Dahl's browbeats its readers.

Mutatis mutandis, writers of children's books can claim to be unacknowledged legislators. They have brought children together —Kipling inspired the Scout Movement; the author of *Timur and his Comrades*, the Soviet Young Pioneers; Astrid Lindgren, the *Pippi* Longstocking clubs of Sweden. They have often been associated with professions which felt responsible for guiding the conduct of the nation: churchmen and philosophers in the nineteenth century, psychotherapists and journalists in the twentieth. Conversely few teachers—perhaps because prolonged exposure to children en masse seals off the private sources from which stories grow.) Marx writes: "Does not the true character of each epoch come alive in the nature of its children?" And does not something of that character survive in what they read?

One would expect an infusion of energy in this genre at a time of social stress, when continuities are dislocated and the only certainty is that nothing can be taken for granted. The pace of change makes Rip Van Winkles of us all. This has stimulated a search through stories for new ways of being human—to quote Wordsworth again:

Not in Utopia—subterranean fields—
Or some secreted island, Heaven knows where!
But in the very world, which is the world
Of all of us—the place where, in the end,
We find our happiness, or not at all!

Two thousand a day

Robert Shields reviews some recent studies of child development

The fact that more than two thousand babies are born every day in the British Isles no doubt guarantees that there will always be an insatiable demand for, and an unending supply of, books about babies and children aimed at ensuring that the young may enjoy life, liberty and the pursuit of happiness.

This year the BBC has taken upon itself, in its *Parents and Children* television series, the task of concentrating on infancy. The book-of-the-films, entitled *The First Five Years* by Rumfron Gwynne Jones and Euan Ross (BBC Publications £1.80) deserves unstinted praise. With a subtle amalgam of text, diagram, line drawing and photographs, it covers the ever-intriguing years from conception to starting school. A BBC film team regularly followed the growth and development of two babies, a boy and a girl, over a five-year period, and the authors have turned this material into a consistent and compelling account of their progress which would be difficult to fault.

Less comprehensive in its material, and less finely focused, but equally valuable is a delightful monograph by Dr Catriona Hood, *Child Care and Development* (Milk and Boon £1.50). Dr Hood, who has had a wide and varied experience of working with mothers and young children, writes in an intimate and relaxed way about the broad essentials of early development. This book, with its exceptionally attractive type face and delightful drawings by Anna Kostal, should please and reassure any parent. It gives the impression—surely the right one—that having children and living with them is fun, and that a mother's lot is not just a nappy one.

A book of very different intent is *Learning in Infants and Young Children* by Michael Howe (Macmillan £6.95 and £2.95). Michael Howe is a lecturer in psychology at Exeter University and has produced a book which is a mine of information, nicely balanced with theory, on recent research into how children learn, the varieties of learning, early social development and individual differences. In contrast to the authors of the two books previously mentioned, Howe's apparent model of the human infant is almost mechanistic—a kind of input-output homunculus, devoid of fantasy, imagination or invention, which is sad if true.

Equally interesting for the serious student, but infinitely more creative and nearer to the viewpoint of those who consider that a child has a mind of his own is *The Visual World of the Child*, by Eliane Vurpillot, translated from the French by W. E. C. Gilham (Allen and Unwin £9.50). The author is concerned not only with input and learning processes but also with the child's perception and thought and the way in which he interprets in his own way what he sees and is told until he gradually builds up a picture of the world which is his alone.

We return, even more completely, to the world of whole children in three new volumes covering the earliest years: *The Modern Parents' Guide to Baby and Child Care*, by Violet Broadribb and Henry F. Lee (Macdonald and James £5.95); *Problems of your Child's First Years*, by Audrey Bilski (Souvenir Press £3.50; and *Toddlers and Parents*, by Dr T. Berry Brazelton (Macmillan £3.95). Though each of these has much to commend it, the first will be of most immediate value to the parent of the young child. Violet Broadribb is a nurse and about half of the book consists of do-it-yourself first-aid advice which is simply expressed and wholly practical. Dr Lee's contribution on practical management and day-to-day psychology is not profound in the Spock and Winnicott manner but wholesome and direct and should go a considerable way towards sparing the next generation from becoming spoiled, arrogant and generally pestilential.

Dr Brazelton, who is described by his publishers as yet another "new Dr Spock" concentrates his attention on a limited number of problem areas and special situations: the single mother, the withdrawn child, habitually outlines the major theories and research work in this field in fair-minded and unbiased fashion. It constitutes an invaluable guide for the serious student and will serve as a model of closely reasoned argument. Cohen's book is neatly backed up by new editions of two established volumes: *Social Psychology: Theories and Discussions* by W. T. Edwards (Longman £2.50 and £1.50) and Penguin's reissue of H. R. Schaffer's *The Growth of Sociability* (80p).

In recent years the adolescent has (unfairly perhaps) become the storm-centre of social and psychological argument and James Hemming has now sailed in to pour oil on the troubled parent. *You and Your Adolescent* (Ebury Press £3.00) is a comforting, if rather too bland, series of discussions around those aspects of adolescent thought and behaviour which give rise to anxiety among so many parents. The book lacks the penetrating insight and bite, say, of Erikson's unsurpassable *Identity, Youth and Crisis*, but it has a certain gentle wisdom and generous lashings of balm—enough, I think, to reduce the pain (if not actually cure) a multitude of parental wounds.

Finally, two books, one British and one American, take a historical look at the growth and development of child care in each country. *The Child's Generation* by Jean Packman (Basil Blackwell and Martin Robertson £5.50) sports the sub-title "Child Care Policy from Curtis to Houghton"—and it is exactly that. *Child Care and ABC's Too*, by S. A. Levitan and K. C. Alderman (Johns Hopkins University Press £5.55) traces the development of nursery and kindergarten education in the United States and examines the role of government in funding comprehensive education for the children of the poor.

Nature and nurture

Michael Hurst on society and change

Social Science and the Ignoble Savage. By Ronald L. Meek. Cambridge University Press £6.00. SBN 20969 2.

Out of America something old—old and savage and "ignoble". And that something was the Red Indian, the inspiration for the claim by John Locke in his "Two Treatises of Government" that "in the beginning all the World was America". Initially, the overall condition of the Indians set off a series of ingenious conjectures concerning them genetically with this or that people of the eastern hemisphere. Speculations as to how they became Americans were rife, ranging from intelligent notions linked with the Bering Straits to fantastic concatenations of nonsense steeped in neo-mysticism. Then came the shift to conceptions of general development, with the Indians as an obvious version of men in their primitive state subsisting through hunting, fishing and gathering. Students of society compared extant evidence about other hunters, fishers and gatherers of earlier centuries and concluded that all semi-advanced and advanced communities and nations had sprung from similar states and progressed by distinct stages to their current ways of life. To this opinion Locke gave dramatic expression.

Taking this theme as his starting point, Professor Meek has explored the routes whereby learned men sought to confound those wedded to ideas of peoples being *sui generis* and developing each in its own endogenous way within the bounds of divine infiltration. Towards 1760 several writers had actually formulated what became known as the four-stage subsistence theory, according to which socio-economic changes were basic and foremost due to the key factor of how men made their living. When they hunted, fished and gathered their society would be like that of the American arch-exemplars. If they shifted over to a pastoral mode of life, their society would be as such societies had generally been. Should they advance further and embrace agriculture, then another system of society would emerge. Were fortune to smile still more and take them on into the glories of commerce, they would have entered the celestial city of high civilization.

Lucidly, meticulously and judiciously, Professor Meek takes us through the great welter of scholarly debate pursued forth during the second half of the eighteenth century in French and Scottish works of high renown. Great names abound as precursors, expositors and refiners of this supposedly transcendental theory: Grotius, Bacon, Robbes and Locke stand out as precursors—it is only as expositors and refiners that the French and Scots take the lead, but how men made their living. When they hunted, fished and gathered their society would be like that of she thought that bringing up a child were best handled by everyone following a Bilski blue-print.

Early Experience: Myth and Evidence, edited by Ann M. Clarke and A. D. B. Clarke (Open Books £6.50 and £3.95) is a horse of another colour altogether. The various contributors are, in one degree or another, critical of the work of Bowlby and of his insistence on the vital importance of the early mother-child relationship, and of the psychological damage supposedly resulting from maternal deprivation. They argue, on the basis of a number of follow-through studies of deprived children, that Bowlby seriously over-stated his case and was mistaken in some of his conclusions. There is little doubt that this discussion will continue for decades in all the best academic circles, and those who are looking for anti-Bowlby or anti-psychoanalytical brickbats will turn to this volume from time to time to replenish their inadequate armoury.

Social psychologists will find a new book by Stewart Cohen, *Social and Personality Development in Childhood* (Collier Macmillan £3.95), a most useful backdrop to their studies of research design since it admirably outlines the major theories and research work in this field in fair-minded and unbiased fashion. It constitutes an invaluable guide for the serious student and will serve as a model of closely reasoned argument. Cohen's book is neatly backed up by new editions of two established volumes: *Social Psychology: Theories and Discussions* by W. T. Edwards (Longman £2.50 and £1.50) and Penguin's reissue of H. R. Schaffer's *The Growth of Sociability* (80p).

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Casebook for conduct

Nigel Walker

Law and Morality: A reader. Edited by L. Bloom-Cooper and G. Drewry, with an introduction by Bernard Crick. Duckworth £12.50. 7156 0805 3. £4.95. 0804 5.

The need for a reader on this subject has at last been recognized, although the twentieth-century revival of interest in it dates from the thirties. A few collections on criminal law or the sociology of law, published in the United States for undergraduate students, have included the usual well-worn extracts from Mill, Stephen, Devlin and Hart, but this one is both wider in its scope and less academic in its approach.

For one thing, the selections are drawn from a far wider range of sources than would have occurred to most compilers. It is not merely that they go back to the sixteenth century (*More's Utopia*): who else would have unearthed such contemporary material as Enoch Powell's little-known speech on the compelling of motor-cyclists to wear crash-helmets (in which he was on the side of the Sikhs), or "The case of side of the un-Christian rector" (who was certainly not on the side of the angels)?

On the other hand, the editors have done more than most to give coherence to what would otherwise be a kaleidoscopic collection of short extracts, by substantial introductory and connecting passages. It is, of course, impossible for a book of this kind to achieve the coherence of a monograph. No two authors, not even two contemporary Law Lords, are talking exactly the same language, so that we are never offered two opposed points of view on precisely the same issue.

On the whole, it would be fairer to call this a case-book rather than a reader, since its value lies more in the variety of types of conduct to which it rightly draws our attention than in the clarification of the underlying issues. There are chapters on capital and other punishment, sexuality, family and fecundity, the sanctity of life, obscenity and pornography, and finally religion. (Is perhaps odd that the extremely topical subject of civil disobedience, though glanced at in the introduction, is not represented by any extracts: Dworkin is not even mentioned. Other omissions are drug-abuse and gambling.) Although the editors are, of course, liberal in their view-point they have included many extracts with which they can have no sympathy. It may be unfair however to blame them for referring to "Lord Devlin" on page 13, since his name is correctly spelt elsewhere.

The editors have perhaps gone slightly too far in their effort to avoid the academic. It would have been possible to make more use of writers who have clarified and faced the underlying issues, even at the expense of jettisoning a few parliamentary speeches or letters to *The Times*. Herbert Packer, Basil Mitchell, Ted Honderich have made relevant and penetrating contributions to one or other of the subjects covered. Again, omission of the usual quotations from (e.g.) the Wolfenden Report is no doubt deliberate: but when we come to artificial insemination there is so little that is quotable that it is difficult to see why there is no mention of the Feversham Report, which had some sensible things to say about legal interference in matters of this sort.

Moreover, if one is devoting two whole sections to the morality of the death penalty and other punishments, it is rather one-sided to concentrate on retribution and deterrence, when there is so much to be said about more sophisticated justifications, such as denunciation or the sacrifice of individuals for the protection of the public. Samuel Johnson, Dickens and Churchill are certainly resounding names: but so are Kant, Durkheim and Hart, and what they have to say is more penetrating.

The worst that can be said, however, is that penetration has been sacrificed to serendipity. It is impossible for a reader of this kind to accord with everyone's idea of what matters. A book which satisfied jurisprudes or moral philosophers would probably bore legislators and leader-writers. This book should at least widen the outlook of all four.

Political brains trust

John Vaizey on Conservatism

The Conservative Opportunity. Edited by Lord Blake and John Patten, with foreword by Lord Hailsham of St Marylebone. Macmillan £7.95. 333 159715 and £3.95. 333 19972 3.

This is perhaps the most significant book on practical and theoretical politics to be published since Mr Crosland's *The Future of Socialism* came out 20 years ago. That is not to say that I agree with it (indeed, the contributors frequently disagree with each other) but it does mark a major shift in public opinion from the broad agreement on social and economic policies that has prevailed more or less since 1957, when Mr Macmillan came into office.

What Lord Blake and most of his colleagues are arguing is that the social engineering approach to society, based upon the findings of the social sciences, has passed its peak, and that the time has come for a different approach. Historically, we have had periods of rapid change followed by periods of consolidation. Conservatism is (or so it seems to me) the expression of that period of consolidation.

It is not necessary to be a Conservative to be conservative. Mr Carter may well be a conservative president, judging from the speeches he and his supporters have made; Mr Callaghan certainly is, and Mr Heath certainly was not a conservative Prime Minister.

There are three different conservative approaches advocated: one is the broad expression of national religious faith, such as Lord Hailsham used to express, and which was the classic eighteenth and nineteenth-century formulation. That one is not urged here. Gillian Peele, in a first-class essay, draws a distinction between those who believe in pluralism, and those who believe in the market.

In the remaining essays, on housing, health, education and other aspects of public policy, the volume finds itself wandering a little between these two interpretations of conservatism. It has always seemed to me that for Tories to embrace laissez-faire, and the kind of market economics that is once more so fashionable, is the height of folly. It is to adopt the basic error of modern democratic socialism, namely, to identify a philosophy with a particular set of social sciences, and to adopt a *particular* social science which is both intellectually and emotionally fairly barren.

As Vernon Bogdanor says in his essay on education:

> "The Cobdenite elevation of the market to the level of an ideology has little to do with true Conservatism, which distrusts all ideologies and general statements of political principle, whether those of Socialism or those of nineteenth-century liberalism. . . .
>
> "In particular, Conservatives have always recognized that it is wrong to identify freedom with the market *per se*. After all, the twentieth century has seen restrictions on the operation of markets in Britain as in other Western democracies but the result of these restrictions is that most people in these countries feel more, not less, free, and more, not less, secure."

The attraction of conservative pluralism is obvious. As Miss Peele says:

> "The basis of what I shall call pluralism is then that our knowledge of temporal things is limited, incomplete and hypothetical and that moral beliefs are necessarily subjective. Any theory which purports to be a complete explanation of man's being in the world or to be valid for all times has therefore to be rejected if it claims to be anything other than metaphysical."

It is to say that the government will approach problems with caution, reasonably sure that there is no readymade solution, and that it will try to keep society's options open. To get down to specific cases, education surely illustrates supremely how immensely complex is the chain of cause and effect between a given educational change and its later social (let alone pedagogical) effects.

If Lord Blake is correct (and I believe him to be so) and there is a swing away from étatism, which is what much social engineering has now degenerated into, then it is to be hoped that it is Miss Peele who is listened to rather than the failed social engineers who wish to restore the market mechanism with vouchers and all that stuff.

Indeed, apart from economic policy (where Peter Sinclair is extremely persuasive) the essays are rather thin, not on policy proposals —there are plenty of policies—but they look extraordinarily like diluted Fabian essays; they do not display the subtlety which the philosophy says it requires. It is a little difficult to explain why this is so except to say that the former climate of opinion, which they claim to supersede, is presumably still powerful enough to dominate their minds.

There are excellent essays on foreign policy by C. M. Woodhouse and on housing by John Patten. Almost every author sits on Oxford District or Oxfordshire County Council; lucky citizens of Oxfordshire to be ruled by such a brains trust.

Paperbacks

Voices from Russia

Let History Judge, by Roy A. Medvedev (Spokesman £2.95. 85124 150 6) is the most important account of what the subtitle calls "The Origins and Consequences of Stalinism" written inside Russia from a Marxist and indeed Leninist position. First published in the West in 1971, it is a version translated by Colleen Taylor and edited by David Joravsky.

Zhores Medvedev is now living in exile in Britain, but his twin brother Roy, is still living in Russia and is one of the leading dissident intellectuals remaining at liberty. This is his best book, and it remains impressive for the sheer weight of information it contains, though much of the argument has been shaken by the even more important account of the same phenomenon in Solzhenitsyn's *Gulag Archipelago*.

Karl Marx: Man and Fighter, by Boris Nicolaevsky and Otto Maenchen-Helfen (Penguin £1.50. 14 021594 8) is one of the classic biographies of Marx written in the early 1930s by a Russian Menshevik and a German Social Democrat. An English translation by Gwenda David and Eric Mosbacher was published in 1936, and was republished in 1973 together with 70 pages of notes, appendices and bibliography from the French edition of 1970 (this extra material was not very well edited for English readers).

The book is a good account of Marx's political career, (as distinct from his personal life or intellectual work) but it seems rather old-fashioned now; it is more prejudiced than the previous classic biography by Franz Mehring, and it has subsequently been superseded by David McLellan's new biography. Nevertheless, it makes a useful addition to Penguin's political biographies along with a new impression of Lenin by David Shub (£1.25. 14 020809 7).

The Struggle Against Fascism in Germany, by Leon Trotsky (Penguin £1.50 14 021840 8) is a collection of most of Trotsky's writings on Germany during the early 1930s, first published in the United States in 1971, together with an introduction by the Belgian Marxist, Ernest Mandel, originally written for a similar collection published in Germany in 1969.

Trotsky interpreted Fascism as a late-capitalist phenomenon in which the bourgeoisie preserves its power through a petit-bourgeois mass movement which is first directed against the working-class movement and is then bureaucratized into a personal dictatorship. His writings are worth reading—if not re-reading—but it is a pity that Mandel's introduction is polemical rather than critical, and it is difficult for ourselves to agree that the Trotskyist interpretation has worn better than those of the Stalinist Communists or the Social Democrats at the time, or of the New Left today.

Nicolas Walter

* * *

The Notebooks for "The Brothers Karamazov" edited by Edward Wasiolek (University of Chicago Press £2.75. 226 15067 1) is the last of a splendid series, now in paperback. The work contains all Dostoevsky's erasures and observations and annotations of the edition throughout, indicating the divergences from the finished product.

With *The Brothers Karamazov* the distance between notes and novel is shorter than in any of Dostoevsky's other works. It is precisely this which makes these notes so engrossing, for in their chaotic mixture of cryptic remarks ("Must walk along the Nevsky on crutches") and long, detailed descriptions (particularly of the Grand Inquisitor scene, the Snegiryov episode, Smerdyakov's fall into the cellar, the appearance of the Devil to Ivan and the closing scenes of Dmitri's trial) one divines the very rhythm of the novel's being. Apart from the copious topical reference which lacks in the novel, the preponderance of gestures—Alyosha's kiss, for example—and the haunting references to Gogol are especially noteworthy.

Candle in the Wind, by Alexander Solzhenitsyn, translated by Keith Armes (Penguin 50p. 14 00 4120 6). Never getting published or performed in the Soviet Union (*a fat lot your cares*) this is the first of Solzhenitsyn's two plays and *One Day*. The plot, such as it is, centres on the unsuccessful efforts of the heavily autobiographical hero, Alex, to rescue the pale and passive Alda from agreeing to undergo experiments in neurostabilization and biofeedback.

As a play, the work is feeble and Solzhenitsyn was the first to admit it. Traditionalist and simplistic in conception, the only genuinely dramatic movement resides in the growing moral and intellectual isolation of the hero in a hostile society. It is more valuable as a pamphlet which treats of two or three central issues in Solzhenitsyn's thought: the ethics of science (shades of Zamyatin and Orwell), the indestructibility of a perfectly well-regulated society and mankind's and the moral reprehensibility of hedonism. Alex, a former zek, eventually espouses an irrational humanism and heeds the light which burns candle-like within him, in rejecting materialism, moreover, he comes close to asceticism. Although the positions are essentially the same as those of Dostoevsky and Tolstoy, the play fails to invest them with any real density or dramatic vitality. Despite the International setting and the universality of the message, the play's resonance is obviously far greater in a Soviet than a Western context.

Keith Armes's foreword is sound and informative; his translation, which frequently lapses into absurd literalness, is decidedly less good.

David Budgen

Dramma per musica

Patrick Carnegy on the new edition of Kobbé

Kobbé's Complete Opera Book (Putnam £15.00. 370 10020 4) has been everyman's guide to the art for over 50 years. It now enters its ninth edition, extensively revised and enlarged by Lord Harewood, who runs the English National Opera at the London Coliseum. Gustav Kobbé himself was born in New York in 1857 and had the good fortune to be at Bayreuth in 1882 for the first performance of *Parsifal*. Music criticism was his career, sailing his fateful recreation. While out off Long Island in July, 1918, he was struck and killed instantly by a seaplane whose pilot was either grossly careless or had some kind of down on the critics. Kobbé's big book, virtually complete, was taken over by others and first published in 1922. Since then it has been through countless impressions.

Lord Harewood came in with the 1954 edition. The book is now his own more than ever; for the ninth edition he has continued rewriting his way through the entries, adding a great many new ones. All 40 illustrations are new—they include instructive juxtapositions, such as the first Isolde beseeching her Tristan on an *Empire* sofa in 1865, compared with Wieland Wagner's presentation of the lovers 100 years later as solipsistic figures in their dark night of mystic passion. Ninety-one works have been allowed to join the repertory, the text being increased from 1,246 to 1,670 pages, plus an improved index.

Kobbé, of course, could never be "complete"; but its contents are a barometer of the taste of the times. If the persistent presence of, say, Balfe's *The Bohemian Girl*, which, reports an entry attributed to Feruccio Bonavia, "embodies elements which commended opera to a certain class of audience a hundred years ago", seems of doubtful value, then one can at least raise two cheers that in 1976 Handel has finally made it with the inclusion of a mere four of his 36 Italian operas. Thanks to the Handel Opera Society, the BBC, Alan Kitching, John Eliot Gardiner and others, one has in recent years at least been able to hear, and often to see, a great deal of the glorious Handelian repertory—even if one has not been able to load it up in *Kobbé*. This may, after all, be no bad thing, for the Handelian oeuvre has everything to do with music and rather less to do with the stage as such than, say, the music-dramas of Mozart and Wagner.

Purcell is in, as before, for *Dido and Aeneas*, but there is still nothing about *The Fairy Queen* and *The Indian Queen*, both of which have had important revivals in the past few years. It seems strange that it has taken this long for *Poppea* ("according to most critics, his finest achievement") we are now told) to join the prescient entries for the few other works that remain to us from opera's founding father. But there is nothing about *L'Ormindo* or *La Calisto* by his pupil Cavalli, both of which have achieved widespread performance in Raymond Leppard's realizations.

German romantic opera lacks Marschner (*Der Vampyr*, which influenced Wagner's *Flying Dutchman*, and *Hans Heiling*, ought at least to have had their place). Rossini, Verdi, Janáček are now covered much more fully, while the new Britten material includes not only *Owen Wingrave* and *Death in Venice*, but also the three Church Parables. Chabrier, Tippett, Walton, Shostakovich, Poulenc, Weill (but only *Mahagonny*), Schoenberg, Nielsen and Henze all make belated debuts.

The new entries are in the familiar story-telling style, spiced with the odd value judgment, and supported by music examples (100 more of these in the new edition). They are all very well done. One's only doubts are whether, even for a popular handbook, *Kobbé's* expository formula goes far enough. Most seriously lacking are references to recommended libretti, vocal and study scores, and to further reading, such as standard biographies and other works. The reader would surely be glad of more remarks about the musical structure of each opera, or *dramma per musica* as the art-form was at first known. Lord Harewood himself admits in his preface that this "original notion behind opera is still valid", even today, and that goes for the genre in the past as well, surely, as it enters its parlous future.

In Volume I of *The Dramatic Genius of Verdi* (Gollancz £6.00. 575 01979 4). Vincent Godefroy, a retired headmaster and lifelong Verdi devotee, writes about 10 operas in the first half of Verdi's life, from *Nabucco* to *La Traviata*. He is particularly good on the literary and historical background, insisting that we should take Verdi's *dramatis personae* and his plots every bit as seriously as the composer himself did. It does not seem too much to ask, but it is surprising how seldom people are prepared to find out what all that superbly extravagant music was supposed to be saying. Entertainment, yes, but there is always more to it than that.

Mosco Carner's classic study *Puccini* first appeared in 1958 and has been given a new, and for most people, prohibitively expensive revised edition by Duckworth (£14.00. 7156 0795 2). But this is still *the* book on the composer. Dr Carner's account of the life and works and their interrelationship is learned and lucid, his opinions and interpretations shrewd and persuasive. I am not exactly in the Puccini camp myself, but Dr Carner compels me to reconsider my prejudices where others have failed.

Beauty is truth

Keats and Embarrassment, by Christopher Ricks (first published 1 March 1974 and reviewed in the *TES* by David Wright) has recently appeared as an Oxford paperback (£1.50. 19 281190 8). As he shows how Keats approaches embarrassment "from the wish to pass directly through... not to bypass... the hotly disconcerting, the potentially ludicrous, distasteful, or blush-inducing", Professor Ricks penetrates deeply into the heart of Keats's imagery, so that the reader is driven back to the poetry itself, eager to enjoy it afresh—before, perhaps, he has even finished this study.

Book award

The Physical Education Association has launched an Annual Text Book Award, of £100 for the best students' book on any part of the PE syllabus, to appear during the calendar year. Publications should be submitted to Ling House, 10 Nottingham Place, London W1M 4AX by December 10.

***The Mycenaen World*, by John Chadwick (Cambridge University Press £7.50. 521 210771. £2.95. 521 29037 6) is a fascinating account of the geography, social structure, religion, agriculture, industry and warfare of a civilization revealed through interpretations of the Linear B script which was deciphered in 1952.**

Well illustrated with examples of document ideograms and signs, and monochrome photographs and maps, the study takes account of recent research and will be valuable not only for students (it is intended as a course-book for the study of Bronze Age Greece) but also for anyone interested in Greek history and archaeology.

Among this week's contributors:

Mary Hoffman is the author of *White Magic*.

Michael Hurst is at St John's College, Oxford.

Robert Shields lectures in the education of maladjusted children at the Central Institute of Education, London.

John Vaizey is professor of economics at Brunel University.

Nigel Walker is Wolfson Professor of criminology at Cambridge University.

EXTRA

EFL

Out of the air

Guy Dixon on English by radio and television

Actors at the summer school

During this week, and for the next 16 weeks, more than 200 people from over 20 countries gather together for an English course at Westfield College, London University. Many of them have been sharing the same teachers for a number of years, but have never before met any of their hundreds of thousands of fellow students. The organizer of the course and the administrator of this awesome learning operation is "English by Radio and Television", a department of the BBC which concentrates on an overseas listening public, and is largely unknown in the United Kingdom.

Financed by a parliamentary grant-in-aid, the External Services badly need a voice in Westminster loud enough to match what must be the biggest lobby of listeners in the world. "English by Radio" has an essential role to play in maintaining this level of audience, and its output has grown significantly with the world increase of interest in TV.

The department was formed in 1943. In the early days it worked very much in conjunction with the Institute of Education in London, a model arrangement that resulted in the highly successful "Listen and Speak" series. Such collaborations have been an inherent feature of "English by Radio" as it has developed, whether with a publishing house, an individual writer or, with the advent of "English by Television", a film company. The attraction of broadcasting to the writer of ELT course material, as an obvious medium for developing oral skills, has led to series by a number of authors of high calibre including Geoffrey Broughton, John Aspinall and Ronald Mackin. A high quality is reflected in the choice of guest writers for the advanced students' arts programmes; two current speakers are Margaret Drabble and Tom Stoppard. Most broadcasters are quick to point out, however, that excellence in writing books is no guarantee of equal skill in writing radio scripts as the medium has its own special needs.

Although they are not slaves to any ratings, the programmes have to possess a fair degree of entertainingness, to ensure a constant audience over a series of 30 or 60 weeks in length. Disaffecting to the purist as this may be, the fact of the matter is that most of the audience are not necessarily conditioned to study and they are drawn from every age group and background. "English by Radio", then, is essentially concerned with home-study courses, but this does not preclude their use in schools and colleges, particularly in areas of great teacher shortage. Course material, however, is unlikely to be included among prescribed texts, thus ensuring a greater variety and flexibility. Indeed, the development of the programme does not lend itself to a rigid adherence to the text.

In one of the 52 studios that exist in Bush House, producer Doug Case is about to commence the 35th and last "Castor and Pollux" programme. Technical assistance rests in the hands of Joan Davis, the studio manager assigned to the recording. A small group of actors and musicians are gathered on the other side of the sound-proof glass. They have been working together for some time on this project and have developed a *Play Away/Sesame Street* -type spontaneity and enthusiasm which it is the producer's job to translate into broadcastable terms. As the producer is also the writer in this case, there are no problems. "Castor and Pollux", the story of a talking elephant in a circus, is an experimental programme in that its target audience is younger than has previously been the case. Aimed at the seven to tens, it works on the formula of "Listen with an adult" and it has proved highly successful.

Success is measured in several ways, not least of all by listeners' correspondence. The summer school, to which I referred in the beginning, is held every year and organized in conjunction with International House and The English Speaking Union. It provides a means for producers to have feedback on their programmes and experiment with ideas for new ones. By far the most useful monitor of audience interest is the sale of course materials: books, records and cassettes, and other spin-offs like teeshirts and posters.

The department's involvement in television also bodes well for the future. Founded in the early sixties, "English by Television" was a natural extension to their work but, with the higher finance involved, it was imperative that programmes be co-productions, sometimes with a body like the British Council, or a publisher, or, most recently, with an overseas film company. To date, nine series have been produced and these have been sold to television stations in some 60 countries and also to numerous educational establishments in all parts of the world. "English by Radio" programmes on the other hand are distributed free of charge to any radio station that requires them, as long as they do not conflict with the wavelengths of the External Services on which the programmes originally appeared. Over 300 countries now handle the programmes. Books and recorded materials are produced and sold to the listener under licence by local publishing houses in programme receiving countries.

The number and length of programmes depends completely on the sale of rights and government financing. The External Services have already been subjected to massive cuts. If the excellence of the "English by Radio" productions did not encourage overseas stations to broadcast them, they would be limited to a catchment area of only three BBC transmitters. This situation is offset to a degree by the short (five minute) own-language courses which go out on 25 BBC overseas services. The "English by Radio" staff keep a watching brief on the didactic quality of these mini-programmes, but the time allowed permits little more than a smattering of phrase-book English.

For those who have taught English overseas and have witnessed the pleasure and stimulation that the department's programmes have brought (I remember well the Turkish housewife whose love of Arnold Bennett was born in a studio in Bush House), it can only be hoped that the amalgam of diplomatic and didactic expertise is allowed to prosper and develop and inspire future generations of listeners.

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Theory for practice

Ronald V. White on English for science and technology

A conspicuous development in ELT during the seventies has been the enormous growth in teaching English for Special Purposes, and especially the teaching of English for Science and Technology. These growth areas are spawning a new set of acronyms, like ESP and EST, as well as drawing attention to a set of needs which many ELT teachers have found difficulty in meeting. Although there is no shortage of course material in English for General Purposes, to date the range of EST textbooks has been more restricted, and teachers faced with setting up courses have had a limited selection of published material.

The publication of *English in Focus* (Oxford University Press) promises greatly to extend the choice available. The series is edited by Patrick Allen and Henry Widdowson of the University of Edinburgh, and they have collaborated on writing the first title, *English in Physical Science* (£1.10 and teachers' book £2.00). Doctors Allen and Widdowson bring considerable academic expertise to their task. Both have published stimulating papers detailing new approaches to the teaching of grammar and rhetoric, and now, in conjunction with Eric Glendinning, Joan Maclean (responsible for *English in Basic Medical Practice* £1.50 and £2.70) and Alan Mountford, they have translated theory into teaching material.

Their aim is to enable students in higher education to use the type of written English that they will encounter in their specialist subjects. The writers believe that language learning involves more than learning sentence patterns and vocabulary, and that it "must also involve an understanding of how people use these linguistic forms in order to communicate". In other words, theirs is basically a functional approach.

All the material has been specially written, but in such a way as to preserve and exemplify characteristics typical of the rhetoric of the subject concerned. Each book consists of eight units, and each unit exhibits a similar pattern throughout. First there is a reading and comprehension section, followed by those dealing with grammar and usage. The student may then be required to translate information from verbal to graphic or tabular form. This is then generally followed by sections dealing with paragraph writing and free reading. This format is good; material is clearly and attractively presented.

The writers have conscientiously applied their theory to practice, as exemplified in the reading and comprehension section which employs the familiar multiple choice technique in a new guise. In order to train the student in active, interpretative reading, each passage is "exploded" and multiple choice items are presented at the end of each paragraph. The passage is then followed by solutions to each item, presented as a piece of deductive reasoning so that the student is led through a logical process in working out the correct choice from the alternatives available. There are also exercises on pronoun reference to highlight the interconnexion of sentences in discourse.

Of special interest are the information transfer exercises, linking verbal and visual material in a variety of ways. For instance, in one exercise the student has to "assemble" an illustration of a piece of equipment from the pictured components, basing his completed illustration on the description in the accompanying text. There is also a range of classification exercises in the texts, *Mechanical Engineering* by Eric Glendinning (£1.10 and £2.00) and *Workshop Practice* by Alan Mountford (£1.30 and £2.40). These employ tree diagrams and tables which the student has to complete, and which can then be used for further language practice. The use of such diagrams and graphs to illustrate relationships and trends is common in scientific and technological writing, and the *Focus* series exploits such material effectively.

The series is not without its defects, however. First, it is likely that, after some time, the uniform format and organization of the units in each book will have a debilitating effect on student interest and motivation. It is not enough, as the authors apparently expect, to depend on the student being prepared "to concentrate diligently on the features of language exemplified in the texts" if monotony of the material results in boredom.

Second, the writers state that they have attempted to avoid mechanical drills and repetitive pattern practice. Yet there are exercises in their grammar and usage sections which appear to concentrate on manipulation at the expense of communication and interest. Such exercises do not represent a methodological breakthrough and in terms of communication and motivation are of dubious value.

Third, the writers anticipate that the student will already have acquired some competence in basic English grammar. Such an assumption no doubt simplifies their task as writers, but it is of little comfort to the EST teacher faced with a group of students who theoretically, come equipped with basic English grammar, but who have difficulty in producing grammatically acceptable sentences, let alone coherent discourse. He will probably need to look elsewhere for effective material.

Fourth, the writers exploit subject specific content, and they hope that students with some knowledge of the field will capitalise on this in using the *Focus* material. Unfortunately, those students may well find the subject content old hat, with predictable effects on interest and participation.

Finally, it is unrealistic to expect the students to "approach the linguistic content of this book with the same spirit of enquiry and desire for knowledge as he would be expected to bring to his study of chemistry, physics or engineering". Such a statement suggests that the writers may have been insulated from the realities of the teaching situation.

Despite these reservations, the *Focus* series represents an important contribution to reading and writing materials for EST. The teacher new to EST and daunted by the prospect of having to teach it will find here a useful solution to his immediate difficulties. The experienced EST teacher who needs a course book for his students will also find it of value, both as a basis for adaptation as well as for the new ideas it embodies. Finally, it is to be hoped that *Focus* will have some spin-off in the production of general ELT materials, since the principles exemplified in the series merit much wider application.

By comparison with *Focus*, Jay Parkinson's *A Manual of English for the Overseas Doctor* (Churchill Livingstone £3.50, 443 01308 X) appears dated. Originally published in 1969, it has just been reissued in a second edition and is aimed in particular at the overseas doctor and health worker coming to Britain. The writer assumes that the student will already have some knowledge of written English, but that he will find difficulty in dealing with the spoken English encountered in his professional activities in the United Kingdom.

The book has chapters on such topics as organization of the NHS, letter writing, medical training, medical abbreviations, phrasal verbs, idioms, case histories and colloquial English. The book, in fact, is a glossary of terms rather than a language teaching text. There are no exercises, although there is a test on phrasal verbs, while in the chapter on letter writing, the student is directed to write letters following the models provided.

The most interesting chapter contains a series of case histories in dialogue form. This is the only part of the book which gives examples of the kind of spoken interaction which the medical student is likely to find so difficult. Unfortunately, no taped material appears to be available, and neither the student nor the teacher is given any indication as to how the written dialogues can be exploited as language learning material.

Essentially (as its title suggests) the *Manual* is a reference book to which the puzzled medical student may turn when he is confronted with someone said to be *stoned, sozzled*, or having the *Flechie jeebies*. Unfortunately, he himself is likely to be more than *a bit washed out* by the time he has cracked down the term, since there is no cross-referencing and such idioms are classified semantically and not alphabetically.

The EST teacher, being in all probability a native English speaker, is likely to be less easily confounded, and he may find the *Manual* of some help in preparing his own teaching materials for the type of student specified in the preface to the book.

Refreshment and revision

Mary Hoffman

Use of English Test Papers. By Geoffrey Land.

Reading Comprehension Test Papers. By Geoffrey Land
Oxford University Press £1.00 each.

These two paperbacks are intended to provide timed practice material for students taking the Cambridge First Certificate in English, as the format of the papers is determined by the form of the exams. *Use of English* offers passages for cloze procedure, where the student must put an appropriate word in gaps, sentences for re-writing, vocabulary and structure tests and dialogues and stories to generate factual reports. Within this rigid framework, Geoffrey Land has not allowed himself to become restricted. Sentences like "It is difficult to carry eggs in a paper bag" and "You are very fat because you eat too much chocolate" enliven this drill-like exercises and the stories are full of inventive touches which will lighten the task of student and teacher. A local government election candidates from the Toll party and the Changeless party and an historical novelist has just completed a book called *Furry Furthingales*.

The same ingenuity has gone into the selection of interesting passages for reading comprehension. There are tantalising extracts from Christopher Isherwood, Dorothy Sayers, Roald Dahl and others. My only grumble is that there is no list of where they all come from, particularly since not all occur in the acknowledgments and several leave the characters, not to mention the reader, dangling from a cliff. It is not Mr Land's fault that comprehension of these passages is tested by means of multiple choice questions; that complaint must be reserved for the Cambridge Exam. But both sets of papers provide a most economical and workmanlike resource for the language teacher.

An Elementary Refresher Course By L. A. Hill
Oxford University Press £1.80.

This is the second edition of the first of L. A. Hill's trilogy of refresher courses, the others being Intermediate and Advanced. It offers lively passages as a means of practising particular English structures, from the use of the article to the auxiliary "*do*". These are largely idiomatic—*though one small boy does say to another "John, have you any money?"*—and are added to by Peter Edwards's informative and amusing drawings. Students are then given a new context in which to practice the same structures.

In their attempts, presumably, to keep the price down, the publishers have been rather skimpy with paper—the table of contents appears on the back of the title page—and there is room for only the tersest of introductions. It is also confusing that Mr Hill prints what he calls phonetic transcriptions within the oblique usually reserved for broad phonemic transcription, instead of the customary square brackets, and uses square brackets to mean something else. But in spite of these editorial points, it remains a valuable practice book for students whether used in the classroom or for self-help.

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From the twentieth century back

A. J. Baird on teaching literature

In teaching English literature to learners whose mother tongue is not English one is restricted conceptually and linguistically. It is impossible to appeal for clarification of a difficult point to literary work beyond the text and outside the period being studied.

One cannot take for granted the background knowledge and reading which an English learner might well be expected to have. Unless we know for certain that the learner has covered a certain field of literature in detail, we are not justified in referring him to that field. To do so would be to add to his burden of not to diminish it, and the aim of teaching is to clarify, not to confuse.

We cannot take for granted some aspects of the language and we cannot get the text to yield in terms of the language the more likely we are to help the learner. Before we set about this difficult task we shall have to ask ourselves a number of questions about aspects of the textual material which we would normally take for granted. Here one can do little more than briefly to suggest what some of these questions might be.

First, we might ask how predictable the language of the text is in terms of the particular register and period in which it was written. Second, we might ask how much of the meaning of the passage is explicit and how much implicit. With certain texts, questions of grammar and rhythm may also arise.

It is important to view the latter as common to both poetry and prose and as related to prosody in the linguistic sense. The sound of a foreign language is always of interest to a learner and there are strong arguments in favour of reading parts of the text, if not all of it, aloud.

Some teachers may find it strange to raise questions of grammar in relation to a literary text, but they should bear in mind that grammar is remote from the traditional notion of "correct" language. Language is a living thing and it changes. Even in terms of contemporary language we are able to distinguish between grammatical usage, which seems central in relation to the overall description of the language, and usage, which is peripheral. Error, strictly speaking, does not consist in the use of abnormal language but in the production of non-viable language.

But although I advocate making statements about literature in linguistic terms which the student can verify by examination of the text, I do not follow those who suggest that the style of a text must be analysed by comparison with a restricted norm. It is sound methodology to proceed from the known to the unknown, but there are some things which we must despair of "knowing" in that sense. Instead of the normative approach, at least so far as the foreign learner is concerned, it would be better to use a contrastive approach, relating one text to another rather than to a supposed norm.

The learner to whom English is a foreign language is likely to assume—unless he is informed to the contrary—that the approved response of a native speaker and his own response to a given text are likely to be almost identical.

With increased sophistication he may discover that this is not so. The task of enlarging the student's response range so that he can project himself into the foreign English background and reproduce the academically approved responses of those native to that culture is one of extraordinary and daunting difficulty. Further, it has not even been proved that this end is a desirable one.

This is not to say that the foreign student of English literature should not be made aware of the differences between cultures. But he should not be led to suppose that the response of a native English speaker to a particular literary text in English is not only different from but preferable to his. It is meretricious teaching indeed which refuses to acknowledge a genuine response.

It is worth bearing in mind that we who speak English as a mother tongue feel free to respond to Shakespeare on our own terms and do not necessarily have to reproduce the social and religious attitudes of the Elizabethan period in order to appreciate the plays. The socio-historical approach has its value, but the danger in many countries—our own included—is not that the learner will respond to great literature in the wrong way, but that he will fail to respond at all.

To say this is to raise the whole question of the value of first-rate and second-rate literature. One can sympathize with the teacher pressed for time who feels that his students should be acquainted with what is best in English literature. Granted that the canons of taste change from generation to generation, still it is possible to reach some sort of consensus about the merits of prominent writers of the past. But it seems impossible to do so with reference to modern writing and that is, perhaps, why so many prominent teachers of English literature abroad are inclined to neglect the literature of today.

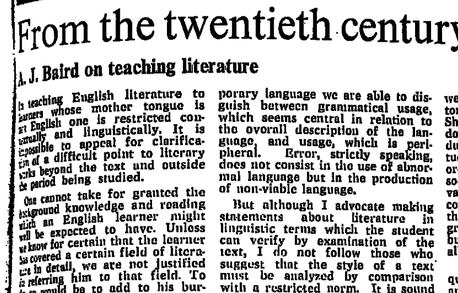
Is it so important, however, to be able to back winners in the immortality stakes? Often the great writers are those whose work belongs outside time and is not typical of the period in which it is written, while less prominent writers will sometimes present a fuller and more consistent picture of the social background of a period or a nation.

Whatever our views may be about great writing, there are excellent reasons for starting with the twentieth century and going backwards. For one thing, the learner has—we hope—been taught twentieth-century English at school and he is likely to find this kind of English easy to follow. And then, of course, he lives in the twentieth century himself.

Finally, as most psychiatrists and lovers of detective stories will agree, there is a certain fascination in examining things as they are and then going back to discover by what means they were brought about.

'Jean likes gin'

David Self on pronunciation



An illustration from "English Pronunciation Illustrated"

English Pronunciation Illustrated. By John Trim.
Cambridge University Press £1.00. 521 20634 0. (Tapes available.)

English Pronouncing Dictionary. By Daniel Jones. Revised by A. C. Gimson.
Aldine Paperbacks £2.50. 460 02181 6.

Longman Pocket English Dictionary. By A. W. Frisby.
Longman 35p. 582 55526 4.

Really the most original of this trio of recently reissued EFL classics is John Trim's *English Pronunciation Illustrated*. It is indeed exactly what its title promises. Its contents are grouped by phonemes, starting in each case with common nouns and progressing through noun phrases to complete sentences. Special emphasis is laid upon the minutest of contrasts in order to concentrate attention on the subtleties of English pronunciation.

Each word, phrase and sentence is illustrated by Peter Kneebone's cartoons which (together with the pleasantly humorous text) make for a lightness of touch which is an agreeable surprise in a textbook. Yet after all, why shouldn't we use such sentences as "Jean likes gin . . . but gin doesn't like Jean", "Barbara is a beautiful blonde with bright blue eyes, bathing blissfully in a bubble-bath" and "A bold spy put a big bomb in a pork pie" when struggling to teach our elusive English vowel sounds?

Also included is an introduction which suggests ways of using the book for class teaching, for private tuition, and ways it can be used by students working without a teacher or by speech teachers and therapists working with pupils for whom English is the mother tongue.

A phonetic transcript (based on a system devised by Professor A. C. Gimson) is provided throughout. Such is the sad state in the world of phonology these days where an increasingly diverse variety of such systems is being employed, this is not, in detail, even the same system as that followed by Professor Gimson in his revision of Daniel Jones's famous *Pronouncing Dictionary*.

First published almost 50 years ago, this reference book was originally designed for native English speakers. Over the years it has increasingly been used by foreigners, was revised by Professor Gimson in 1967 to take account of the evolution of Received Pronunciation and to include new words, and is now, for the first time, available as a paperback.

This comprehensive book has for long been a much favoured authority—particularly because it is descriptive; it records how words are pronounced, rather than being prescriptive in stating how words should be pronounced or will be pronounced. It is still a volume to be respected and consulted.

Also likely to be of wide use is a new pocket edition of Longman's *Learning Dictionary*. It defines 5,500 common words and does so by using only a defined list of 1,500 words. Also included are 800 illustrations and examples of the usage of words in sentences. This is the dictionary for the person who is learning English and who likes to note each new word he encounters.

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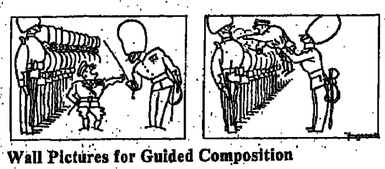

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Groundwork

Ronald Broadfield on preparation for the Cambridge certificate and proficiency exams

Taking First Certificate. By Alison Sprules and Elizabeth Bencze.
University Tutorial Press £1.35 0 7231 0659 2

English for Translation. By Dennis Chamberlin and Gillian White. £1.20 0 521 20989 7

Understanding Ideas. By Michael Swan. £1.40 0 521 21146 8
Cambridge English Language Learning series. Cambridge University Press.

Interlock. By J. C. Templer. 75p 0 435 28742 7

First Certificate Themes 2. Life and Relationships. By Doug Case, Judy Garton-Sprenger, and Judy Lugton. £1.25 0 435 28501 7
Heinemann Educational.

Proficiency in the Use of English. By John Millington Ward.
Longman £1.00 0 582 55341 5

The price the teacher pays for (presumably) greater standardization of marking is the greater reliance everyone must have on textbooks. You can choose your own comprehension material, but you cannot rustle up a multiple choice exercise in a hurry.

Alison Sprules and Elizabeth Bencze's *Taking First Certificate* is perhaps the least heinous of a dull bunch. It covers the ground for the new Cambridge First Certificate with great care, and is divided into sections which correspond to the various papers in the examination—Paper 1 (Composition), Paper 2 (Reading Comprehension), Paper 3 (Use of English)—an inept title, I am afraid, it is *all* Use of English—Paper 4 (Listening Comprehension), Paper 5 (Oral). Paper 5 has interesting questions like "What is the name of the *third* set of teeth usually needed sometime after middle age?" and "Is it quite common in your country for people: (a) to meet their friends in a cafe or restaurant?" In the oral paper you are apparently expected to comment on some very childish cartoons and some very inconclusive photographs. "As a personal acknowledgement, Alison Sprules wishes to record her continuing and ever-deepening debt to the *Australian* Government Research team, who, under Neil Osman, devised the structured approach and situational method of learning a language, which makes rapid, accurate, efficient and enjoyable progress inevitable for those fortunate enough to learn in this way." This is open to question.

English for Translation offers "a graded course for intermediate students" especially Cambridge First Certificate ones, with exercises based on aspects of English which come up in the passage (e.g. "perfect tenses with adverbs of frequency," "quite", "double comparatives", "rather/fairly", "else") are one lot). The passages are from (for example) "a letter" *The Lion, The Witch and The Wardrobe* by C. S. Lewis, *Akenfield* by Ronald Blythe, *Which?*, *The Young Wife's Cookery Book*, from *Cornwall Geographia Guide*, Elizabeth Goudge, the *Cambridge Evening News* and old Cambridge certificate extracts.

Understanding Ideas—more leech-gathering, not where they are gathered but where they gather—in which the author points out that there are various ways of not comprehending, and these cannot always be exactly correlated with the difficulty of learning a foreign language *per se*. Swan is almost intelligent to the point of subversion, and actually goes so far as to say that "although the passages in the book are intended to function primarily as vehicles for comprehension training, many of them deserve more than this. It seems absurd to deal with Neill's views on education, for example, purely in terms of What does the word it in line 6 refer to?". The book consists of four sections: basic reading technique and multiple choice tests, open-ended tests and summary writing; practice tests; special forms of English.

Texts chosen include *Honey* magazine, the *Reader's Digest*, *Only When I Larf*, James Bond, *The Guardian* and an article by Jenny Smith in *Militant*. *Interlock* is (so the Cambridge First Certificate, and should only, I think, be used as a subsidiary or supporting text, I find some of the visual aids alarming and the tired jargon of "feedback" and "transform take-ins" annoying.

John Millington Ward's work is always fun to use, except for the cartoons. This is also aimed at Paper three of the Cambridge Certificate of Proficiency. *Life and Relationships* also falls into the "highly subsidiary" category. It appears to seek, admirably enough in itself, to jazz up the scene, and to dissipate that rather decadent and vacuous conservatism that hangs over so much English-for-foreigners material. Unfortunately, by encouraging prolonged attention to Mohammad Ali, Johann Cruyff, David Essex, *The Godfather* and *Last Tango in Paris*, they have ensured that their product will be highly bio-degradable. Try this reading comprehension on Cruyff: "For every ninety-minute game he plays he earns A less than £500; B about £100; C 100 million pesetas; D almost £10,000." Teachers will testify that nothing is more boring than prolonged analytic attention to passages wrenched from the popular press which are deliberately written to be as brittle and ephemeral as possible.

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Stages of fluency

Heather Neill

Theatre can, of course, be an excellent aid to teaching, so the excursion of EFL into dramatics seemed a good idea. The surprise is that EFL turns out to be enjoyable theatre in its own right, as demonstrated by the English Teaching Theatre, anyway.

ETT exists solely to perform to students for whom English is a second language. I suppose I had imagined a cross between a phrase book set to music and a well-meaning effort to ginger up a perfectly ordinary EFL lesson, but ETT manages to do something else entirely. For a start, the show is fun to watch—even if you have been speaking English from the age of two. It consists of fast-moving revue sketches delivered in a style which many a professional comedian would not be ashamed of. (In fact, only one of the company is a professional actor and one a professional musician, most of the rest being teachers.) Bouncy guitar music links the sketches and supports ideas introduced verbally.

There is an air of assurance about the whole thing, not just on the part of the actors, but on behalf of the audience, too. The tacit assumption that the students can understand fairly sophisticated jokus is calculated to bolster their confidence as users of English. On the other hand, nothing is left to chance: the choice of language is not as casual as it seems but each word is selected painstakingly (the description is that of Hazel Imbert who both acts and writes for ETT. The others writers are Ken Wilson and Doug Case).

The material is suitable for intermediate students, but as there are a number of visual jokes (like a king and queen eating cornflakes at a seedy breakfast table and a driving examiner changing places apparently endlessly with two passengers in an imaginary car) as well as plenty of subtly introduced repetition, even comparative beginners could benefit. The actors become teachers from time to time when they step out of role momentarily to ask the audience simple questions about what is happening on stage ("Which of these hats would a postman wear?").

There is, of course, no attempt to introduce new principles of language ("Nobody is going to learn how to use 'should have' simply by coming to see *this* show", says Hazel.) The idea is to boost confidence and stimulate enthusiasm for the language.

The English Teaching Theatre company, 10 in number to spread the load of their touring commitments, though only five appear in each show, spend much of the year travelling around Europe, but spend the summer in this country appearing in various places including the Almost Free Theatre in London. Further information about their plans can be obtained from Ken Wilson (01-437 9167).

Tense times

Eric Harrison on grammar

Guide to Patterns and Usage in English. 2nd Edition. By A. S. Hornby.
Oxford University Press £2.00. 19 431318 2 £1.20 19 431317 4.

English Grammatical Structure. By L. G. Alexander, W. Stannard Allen, R. A. Close, R. J. O'Neill.
Longman £7.50 582 55325 3.

These two books attack the same problem—that of analysing and systematizing language-in-use so that a logical and progressive arrangement can be made for teaching on the basis of sentence-building. This 'sentence-building technique' owes much of its universality to Hornby's original edition of 1954 which set out his 25 verb patterns and paved the way for the substitution tables and oral drills of his subsequent teaching books, *The Teaching of Structural Words* and *Sentence Patterns*. In the process he gave a neat illustration of how to derive a text book from an analytical reference book.

The second edition contains a fair amount of revision and rearrangement (particularly as regards nouns, determiners and adjectives) but a useful index of correspondences between the two editions is provided for those who were nurtured on the first. The concentration on time rather than on tense, and the method of classifying by concept and situation (obligation, possibility, necessity etc) rather than by the verb structures of formal language are both retained in the second edition.

English Grammatical Structure is based partly on the authors' collective experience of teaching and compiling teaching materials and partly on a *Grammar of Contemporary English* (Longman) which appeared in 1972 after Hornby's Guide had been revised. In consequence, the prescribed verb patterns are classified into five main sections with a total of 38 sub-structures as opposed to Hornby's 25. The other areas of the book are also comparatively expanded.

This work is more than an inventory of sentence patterns and grammatical structures (as the authors modestly describe it). Inasmuch as several examples are given (often in dialogue form) of each pattern model, the book lends itself readily to immolation by the EFL teacher looking for instant lesson material. It does not, however, provide instant-syllabus planning since the authors recognize that syllabuses are not separable from teaching aims and teaching techniques. Nevertheless, the book is handily arranged as a logical development in six 30-unit stages. Each has a lexicon so that, by relating this to the appropriate numbered words in the model patterns, a vast range of substitution drills or variations within a structure come quickly to hand.

A separate index of abbreviations would be useful in a book of this complexity. One has to consult the main index to discover, for example, that NP2 means the second noun phrase in a sentence pattern or that pro-form means a word or structure used to avoid repetition. But this is carping: a good deal of labour has gone into this inexhaustible book. Like the Hornby books, it should become the definitive EFL bible for those engaged in curriculum planning, testing, teaching or writing EFL textbooks and graded readers.

Finding words

David Self on improvisation

Certainly in the early stages, speaking a foreign language is very much a matter of improvising with a number of acquired expressions and rearranging them for fresh uses. The techniques of "educational" or improvised drama can be used in EFL teaching to create a wide variety of new situations that will extend the usage of already possessed language and (through a carefully controlled way) increase that language. Improvised drama is one of the express purposes of improvised drama is to develop spoken language skills.

[illegible] long been one thing of foreign language classrooms: this context ("drama") is more recently, foreign language teachers in schools have been experimenting with what might be labelled creative drama—the French cookery lesson, French meals and the playing of games and sports while using a second language, for example. Teachers of English as a foreign language and sometimes reluctantly to employ such "playful" activities, perhaps because they consider them to be either time-wasting or below the dignity of their students.

Admittedly, students from some cultures may have lost or not possess the necessary readiness "to make believe". However, once the purpose of playing improvised scenes as a way of developing language has been explained or demonstrated, then reluctance to participate will gradually diminish. But those such "play-acting" have any real value?

As with educational drama in one's native language, it is difficult to prove the value of improvisation in the teaching of English as a foreign language in theoretical terms. Its purpose and its benefits are in the experiencing of it. What can be said is that the playing of a role and the improvisation of a new situation will extend language. They will demand new vocabulary, new ways of talking, new speech patterns—whether the improvisation be in one's first or second language. And once language (like knowledge) is expressed, it is possessed.

We may think that all this is being achieved in an ordinary conversation practice. Too often, however, in this situation the teacher is making all the running. The language skills needed to answer a question (even if the answer involves re-organizing the vocabulary of the question) are minimal compared with those required to formulate a question. The improvisation and role-play situations, with students taking all the rôles, demand a much more creative and extending use of language. Even so, this kind of work can be successfully undertaken even when the students know only a little of the language—provided the teacher organizes the exercises with care.

I would suggest the following guidelines:

(a) Any improvisation is helped by being given a precise location (e.g. waiting room, café, airport lounge, ferry terminal, etc.);

(b) The situation must be "real" to the participants—i.e. they must have had experienced something similar or be able to imagine themselves in that situation in the future;

(c) Any sense of "theatre" or "performance" that will encourage exhibitionism or self-consciousness rather than involvement must be avoided. When working with a class, it is often more successful to have the whole class involved at once in separate improvisations then to have a small group "performing" to an audience;

(d) Encourage belief in the situations created and (if necessary) support this belief by the use of props—e.g. real wine bottles, tickets, stamps, packets, plates and cutlery, etc.

(e) Remember that the spoken language is less formal than the written and encourage fluency and confidence rather than a rigid adherence to accepted syntax and grammar, but;

(f) Encourage participants to question each other increasingly precisely so that there is accurate comprehension of points made and explanations given.

In these early stages, the improvised situations will be fairly obvious ones—scenes connected with travel, with eating out, and with the seeking of directions, etc.

The next step is to provide printed materials that will enrich the language of the improvised scenes. Wherever possible this should be genuine. Useful items include GPO telephone dialling booklets, the prefaces to telephone directories, London Transport maps, British Rail leaflets (especially those advertising cheap rates and excursions), postal rate leaflets, theatre and cinema box office plans and advertisements from newspapers, foreign exchange pamphlets from banks, customs literature, AA handbooks, maps and menus.

In many of the exercises, it will be necessary to give time for a replaying of the situation with a reversal of rôles, in order to give all the students the experience of undertaking both a questioning and an explanatory use of language. From this, it will be possible to progress to larger group improvisations which admit the teacher in a minor rôle but one from which he can prompt and encourage a more precise and effective use of language, and to improvisations on increasingly novel or "foreign" situations.

All this may seem imprecise and unscientific to both the linguistic scientists and the more pragmatical teachers of EFL. Even so, I would suggest that improvisation and role-playing have their part to play in language acquisition and development, not least by reminding teachers and students that English is a living language and one that is governed not by rules but by usage. They can also provide a little light relief in what can so often become a dangerously humourless activity.

Hearing, speaking

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New lamps for old?

Gerry Abbott on a "programmed" EFL course

English by the Hour. By Malcolm Matthews.
Books 1-6 and Teacher's Handbooks.
St Aldate's College, Department of English as a Foreign Language, Rose Place, Oxford.

Fashions in English language teaching methods change so rapidly and diametrically that new textbooks are quite soon démodé. Researchers double the bases upon which course-books are founded; teacher-trainers criticize them scornfully; young teachers grumble about them; disconsent spreads. The trendy course that yesterday earned an outrageous fortune now suffers the slings and arrows of abuse.

Such dissatisfaction has contributed to the rise of the "do-it-yourself" movement: many EFL teachers at home and abroad have set the typewriters clacking and the duplicators whirring in an attempt to provide materials more congenial to their students—or to themselves. In a foreword, Mr Matthews says that it was dissatisfaction with existing courses for foreign adults, especially the "exasperatingly juvenile approach" to beginners, that prompted him to write this course. Preparing your own materials is time-consuming and exhausting and the author, who also illustrated and presumably supervised the publication of this six-book course, deserves credit for his initiative and industry.

But he makes various claims that are not substantiated by his materials. Perhaps the most serious of these is the subtitle of each book: "Sixty hours of Programmed Learning." In none of the books is there any attempt to "programme" the items to be learnt. The charitable explanation is that the author's use of the term "programmed learning" is different from the accepted one. Indeed, what he means is apparently explained in the foreword, where he tells us that his course contains enough material for "a six-month programme consisting of 15 hours of learning a week" and adds:

> "The programming of the courses provides for an exact number of teaching periods . . . and this conforms ideally with the curriculums of schools of English in the United Kingdom offering four, eight or 12-week courses."

Each "Phase" is to be completed in one hour, apparently without regard to the learners' rate of progress. This practice can be regarded as the very opposite of "programmed learning" as understood generally. The publisher would be well advised to alter the subtitle if a second printing is undertaken, since in this consumer-conscious age a misleading claim can have serious consequences.

The method adopted, it is claimed, is "the outcome of over three years of research and class teaching". Which three years, I wonder? Most of the techniques used (dialogues for reading aloud, substitution drills and the sort of transformation exercises that were employed long before Chomsky's influence was felt) were popular in the fifties. While that in itself is no condemnation—after all, we have no reliable evidence that older methods are less effective than current ones—many of these practices are poor examples of their genre. One example: a substitution drill that begins "My last three delicate old blue Wedgwood china cups have been broken" and concludes with "My other five fragile new green German wine glasses have been broken".

The author is quite wrong in thinking that there is "a strong current trend to dismiss grammar teaching of any sort as irrelevant and inhibiting". He lays claim to "a fresh and imaginative approach to English grammar". Yes: *SMALL* is to *I* and *WE* is inaccurate and pedantic; "*to be* + GOING TO + *infinitive* (without *to*)" is muddled, and many of the prescriptive statements are of no help to a learner, to say the least.

The claim that "structures are introduced in a logically ordered sequence based on current frequency patterns" must also be disregarded. There may be some "logic" in introducing the past continuous form (Book 1, Lesson 4) soon after the present continuous (Book 1, Lesson 1), but such frequency lists as we possess (based, admittedly on *written* English) suggest that all continuous forms are relatively infrequent. (I interpret "current frequency patterns" as "frequency lists of current patterns" and I would like to see them.)

I suppose the students of St Aldate's College will be using these books; I doubt whether many other institutions will want to adopt them, in spite of the author's prediction that students using this course "will appear to make startlingly rapid progress". I like that "appear to".

Thurber to Updike

Ronald Broadfield

Twentieth-Century American Short Stories.
Edited by Jean A. McConnchie.
Collier Macmillan £1.50. 97127.

This book of short stories was "conceived as a text for advanced students of English as a second or foreign language". What does "conceived" mean? Was there anything in the principle of selection which would make the stories of particular interest or use to its intended audience? Let me put it another way: what is the point of a collection which has two stories by James Thurber and one each by William Carlos Williams and John Updike? (The others are by John Collier, Ernest Hemingway, Shirley Jackson, E. B. White and Jesse Stuart.)

There is a glossary after each story (it includes "Cadillac" and "au pair", which are among the few words that foreigners might be expected to know), comprehension and discussion questions, and topics for discussion or writing, as well as some quite nice biographical notes.

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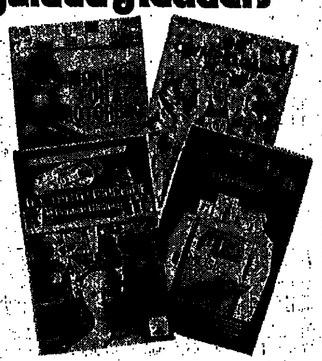

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As she is spoke

R. E. Greenwood on reading and listening skills

Cambridge English Language Learning.
Inside Meaning: Proficiency reading comprehension. By Michael Swan.
Beyond Words: Certificate reading and listening skills. By Alan Maley and Alan Duff.
Cambridge University Press. Students' book £1.40; Teachers' book £2.10; Reels £6.00 each plus VAT; Cassettes £4.50 each plus VAT.
Advanced Listening Comprehension. By Colin Black.
Evans 95p. 237 28965 2.

These books are concerned with the reading and/or listening ability of the advanced learner of English. The texts make few concessions to the foreign learner, who has to grapple with the complexities of language and thought of writers like Russell, Mansfield and Dylan Thomas, not to mention many articles from *The Times*, *The Listener* and *The Guardian* (whose normal misprints have been fortunately expurgated). The interesting choice of texts is confined mainly to the liberal arts, so that even the occasional quasi-scientific text is for the arts-oriented reader/listener. Many advanced learners will be using English for special purposes, usually for science and technology; one would have thought that some scientific texts dealing with, say, process and hypothesis would have been more relevant than, for instance, a typical Levin article on the Mozart Problem.

At this advanced level the teacher endeavours to provide learning conditions which will produce efficient and discriminating readers/listeners. Efficient reading/listening depends first of all on reading/listening with a purpose, whether this is a general purpose, like reading a novel for pleasure, or a specific one, like looking up a telephone directory for somebody's number. The purpose will usually determine the appropriate type of reading in terms of the speed of reading and the cognitive skills involved. Thus, if the purpose is to find out specific historical dates or events from a chapter, then slow and intensive reading of the text would be inefficient. What is needed here is scanning.

An obvious teaching implication for comprehension work is that learners should know the purpose of their reading/listening before being exposed to it. This rarely happens. Usually, questions follow, so that learners fail to focus their attention effectively during the initial presentation of the text. Questions and directives set beforehand could be a learning device, i.e. a means of developing the linguistic and cognitive skills involved in comprehension. Questions set afterwards tend to be a testing device.

Certain statements by the writers of *Beyond Words* are therefore welcome: ". . . we regard as even more important the exercises which develop overall strategies of listening and reading." and "Before asking students to look at the text, write the title on the blackboard and ask them what it is likely to be about." Furthermore, it seems a sensible teaching device to present a reading text as a preliminary to a listening text on an allied theme, so that the learner "is in some way prepared for meeting some of it again, in a modified version, in the spoken form". It is, however, by no means certain that a common theme will produce common linguistic forms. Even with the same author and the same article from *The Listener*, the reading and listening texts of Unit 1 have very few words or sentence structures in common. As to the authors' claim that texts on "Battery buses" and "Atomic cars" have "a certain amount of common vocabulary and even syntax", there are only four nouns common to both texts out of a total of 92 different nouns; similarly, only three common verbs out of 60 different ones—and these happen to be non-topic-specific (be, have, can). As for syntax, the reading text has a good many modified nouns and many hyphenated compound adjectives, whereas the listening text lacks these syntactic items. The teacher will therefore have to supply his own supplementary material, if he wishes to exploit any linguistic links between reading and listening texts which have common themes.

Maley and Duff consider that not only do reading and listening involve similar cognitive skills, but also similar linguistic forms. So much so, that almost all the listening texts are not examples of spoken (i.e. spontaneous) English, but further extracts from the reading sources. This is unsatisfactory on two counts. First, learners are not being exposed to authentic spoken English; and secondly, the listening texts are often far too long, sometimes longer than the corresponding reading text. Because of the transitory nature of the spoken medium, we normally ensure that spoken communication contains an adequate amount of redundancy (repetitions, rephrasing, etc) to protect the message and to give the listener time to "digest the ment". Conversely, we can—and do—pack in more information into a permanent reading text. Such differences in the two media should be reflected in teaching material. This criticism is also levelled at Black's collection of 10 reading texts for listening practice. Authentic spoken English in the form of short monologues, dialogues and discussions is surely preferable for these advanced learners.

Beyond Words relies heavily on multiple-choice questions. Whatever their value, an occasional change would be welcome to many a learner. For example, the text on population (Unit 16) lends itself to the transfer of knowledge treatment now in favour. Constructing a table or graph would be more challenging — and authentic — in terms of the learner's purpose in reading such a text.

Swan confines himself to reading comprehension. In the notes to teachers he lists some of the reasons for failure in comprehension. His book is an attempt to single out the various problems and give specific practice in comprehension skills. Thus, Unit One focuses attention on how to read texts for gist, details and inference, while Unit Two concentrates on using contextual clues for guessing unknown words. This is a good approach, but the exercises tend to be tests rather than learning aids, partly because they follow the texts and are meant as checks, and partly because the learner rarely is given any real guidance on how to tackle a particular problem. For example, the section on understanding complicated sentences (i.e. embedding) gives no indication of how to identify subjects, verbs and objects.

The one notable exception is the section on writing summaries. Swan rightly wishes to l[illegible] comprehension to other [illegible] ties, and here there [illegible] cedure for the learn[illegible]. Such help would have [illegible]s, Jay in earlier sections of th[illegible] rchill

Beyond Words and *Inside Meaning* are substantial enough in [illegible] and exercises to provide teachers with interesting material. The authors wisely advocate a flexible approach in the use of their books.

Advanced Listening Comprehension seems of little value. As stated above, the texts are not authentic spoken English. Bertrand Russell never intended his *Human Society in Ethics and Politics* to be listened to in this way, even by a native listener. Furthermore, there cannot be many learners prepared to listen "to each tape 10 or 12 times" without any guidance from the book. The writer himself seems to doubt the value of the exercises ("... you don't need to do them . . . the right moment to do them is when you've listened to the programme and think you understand it pretty well."). The learner is therefore given no help in focusing his attention on any specific aspect of the text. He is unlikely to improve his listening ability or to maintain any motivation he may have had.

How to communicate

Eric Harrison on oral drills

Speak Up: A Guide to International Communication in English. By Phillip Binham and James Murray.
Evans £1.50. 237 49960 6.
On Speaking Terms. By Jimmy G. Harris and Ron Hube
Collier MacMillan. £1.15.

The intimidating title, *Speak Up*, belies the book, as does the graffiti on the front cover (Abortion is Murder . . . Down with the Monarchy . . . I Hate School . . .). The book is better than this, though it can hardly claim to be "A Guide to International Communication in English". It is not so much a guide, in fact, as a motivator.

The problem of how to find teaching situations to which the students of multi-racial classes can each relate is nearly solved; many of the exercises are based on the problems of the two authors playing their role as teachers, the readers being their students. The 18 chapters range widely over the subskills of communication. There are 20 different types of exercise covering 17 role-playing situations and techniques. With further exercises on a pre-recorded tape and some useful notes on video tape recording, the teacher with an intermediate class should find his repertoire greatly increased by this book.

On Speaking Terms is not, as one might suppose, a study in human relations but an oral drill book for EFL students. Claiming to be written in standard American English for advanced students, it operates through substitutions based on "dialogs". Some of these substitutions are synonymous, but many are not. ("If in doubt, ask a native speaker of English, or try another dialog.")

The standard American English may be a little breezy for the English purist, but the glossary will explain that "have brains" means "be smart", "going strong" means "part of life", while "going together" means "going steady." "Cute as the dickens" means "really cute", "cute" means "darling; adorable". On this basis "how come" is a valid substitution for "why do" and "number one" for "excellent".

To each his own lingua franca, but the open nature of the language is out of phase with the structure of the book which is not designed to allow the student much free play. The oral composition exercises are keyed closely to the dialogues and are limited to 10 short lines at most. A reel-to-reel tape of the dialogues is available.

This book is a far cry from the Lower Cambridge and even farther from the needs of the comprehensive school classroom.

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Two illustrations from "Access to English" (Oxford University Press) a four-part course, with optional audio-visual components, designed to prepare students for the Cambridge First Certificate. The books (teacher's £2.50 each, students' 80p each) tell the story of a junior librarian who has all kinds of adventures. Filmstrips and cassettes are available from the publishers.

Friendly dialogues

Mary Hoffman

Advanced Conversational English. By D. Crystal and D. Davy.
Longman £2.25.
0 582 55074 2.

Between knowing the formal structure of a language and being able to speak it fluently is a great gulch, over which Crystal and Davy have slung a masterly cantilever. Those perceptive linguists have cast aside the stylized language patterns of prepared tape dialogues and "textbook people", who do not tell long unfunny jokes or speak with their mouths full or forget what they were going to say. Instead, they have recorded conversations between friends in their homes, in some cases without the speakers' knowledge. The conversations are on a tape to be used with the book, where each dialogue is introduced in context, transcribed according to its stress and intonation patterns and given a linguistic commentary.

There are 15 conversations, including ones about pigs, families, football, Christmas and sex, with the authentic flavour of hesitation, repetition, unfinished sentences and extra-linguistic noises. The authors then offer a linguistic analysis of fluency, intelligibility and appropriateness in conversational English and take up the implications for teaching. In this last section they recommend not only the receptive but the productive advantages of steeping the foreign student in normal colloquial English of this kind, even suggesting help with how to make convincing English hesitation noises. Both book and tape will be fascinating for both students and teachers.

Colour codes

Eric Harrison on programmed learning

Know Your English By Geoffrey Broughton.
Hutchinson International. 6 booklets at 60p each.

The programmed learning movement faltered largely because the logical development from defining your student level was to try to write a different programme for each student. By providing a miniature branching programme of six booklets (two at each of three levels) this series attempts, without benefit of diagnostic test or the presence of a teacher-catalyst, to solve the practical problems of individual work and individual progress in certain limited areas of language. The resulting product is something of a blunt instrument.

The format is seductive: a combination of the teach-through-test technique of the multiple choice question with the immediate reinforcement of the answer at the back of the book, and the student is guided from booklet to booklet according to his score on each.

The answers are supplemented by brief explanations as to why the wrong answers come to be wrong. The motivation would be greatly enhanced, however, if the student had real conviction that he was starting the course at the right point for him, and if he could see some kind of progression in level from unit to unit, other than the not too obvious variations in word frequencies and vocabulary levels. An introduction giving an explanation of where he is and where he is going would be very helpful.

As things are, the student is required to begin with some self assessment: Do you know a little English? (blue level for you); You have studied English for a few years (red level for you); Your English is fluent. But do you still make the mistakes of a "foreigner"? (yellow level for you). He then embarks on the series of quiz programmes some parts of which test his general knowledge as much as his English: "All these are colours but which is also the name of a precious stone? What do you play tennis on?"

The EFL teacher will probably regard these booklets as peripheral to the normal teaching resources; they would certainly provide well varied material for word games and group competitions. For the private student, while they offer little in the way of skill development, they would provide stimulation in the general areas of vocabulary, idiom and, to some extent, pronunciation.

Assistants' aid

A Handbook for English Language Assistants. By R. R. Jordan and R. Mackay
Collins £1.60.
0 00 370100 10.

This handbook will amply meet the needs of anyone about to embark on a year as an English Language Assistant in Europe. The authors have been involved in running short courses for Assistants in Manchester and Newcastle since 1972 and their book is firmly rooted in practical ideas which have been tried out in France and Germany.

Details are given of the hours and conditions of work which Assistants may expect, what resources to take from England, what minimum books to buy, as well as advice on getting on with English teachers in a foreign school. Common French and German problems with English pronunciation, as well as syntax and usage, are listed after a brief but accurate summary of the sounds of English.

Ten of the 14 chapters are taken up with practical suggestions for classes in spoken English but there are also useful diagrams and descriptions of the educational systems of France and Germany and a resp during bibliography.

M.H.

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Passages have been selected from a variety of standard medical textbooks and reproduced in their original form. In the first part of the book simplified versions precede the actual passages so that the reader proceeds from a familiar kind of English to a less familiar kind. Notes following the passages draw attention to characteristic but unfamiliar features of the kind of scientific English used in medical texts, and exercises provide opportunities for the student to check his understanding of both vocabulary and structure. There are also pronunciation practice lists and a short dictionary is provided.
Whereas for some years books have been available designed to help overseas doctors develop their skills in spoken English in order to be able to conduct their day-to-day clinical practice, little attention has been paid to developing *reading* skills in the field of medicine. Those running English courses for overseas medical students and practitioners will generally want to balance the spoken component of their courses with a reading component, such as is provided in this book.
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David Hill

This book was written partly in response to requests from teachers in schools and colleges of education for a text that would help both beginning and practising teachers to operate effectively in multi-racial schools. Its emphasis therefore is on practical guidance for the classroom teachers. Although there exists a substantial literature in single aspects of teaching in multi-racial schools, for example the background of Asians in Britain or English as a second language, very few of these books are concerned to provide a review of the salient features of all such schools. Since no book can offer information on every pertinent issue, Dr Hill has concentrated on those matters that practising teachers have indicated would be of most use.
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DENT

Dateline Sweden

Nigel Richardson on a Scandinavian summer school

For the past 25 years, a party from Uppingham School and one of several girls' schools has run a two-week summer course for Swedish children of 12-14. Based at the international boarding school in Grännа, a holiday village on Lake Vättern, boys' and girls' activities are run in parallel, each staffed by three teachers—two English and one Swedish—and six senior pupils from the English schools concerned.

Although it lacks some of the trappings of traditional English education—formal religious assemblies, school uniform etc—the course is advertised by its organizers, Kursverksamheten (the extra-mural department of Stockholm University), as a "summer public school", a deliberate contrast to the highly developed Swedish comprehensive system. The children are organized into "houses", supervised by the English students whenever possible and are expected to observe the normal discipline and do the routine chores of a younger pupil in an English boarding school.

Formal English teaching is divided into three morning lessons. Following an initial written test, the 40 or so members of each group are divided by ability into three forms. Each of these has a daily grammar lesson with the Swedish teacher and lessons in reading and conversation with his English counterparts. Reading books vary from *The Red Mini*, a simple detective story, to abridged versions of *Tom Sawyer* and *Treasure Island* which demand a much wider range of vocabulary.

Conversation classes may centre round an audio-visual presentation and include specific help for the 45 minutes' written "prep" which the children do each night. At the end of the course, more written and aural tests are given to assess each child's individual progress.

The English students arrange a wide variety of afternoon activities. All sport is popular; football, volleyball, rounders and swimming being supplemented by tennis, badminton, relays and various forms of *jeux sans frontières*. Art, music and fancy dress competitions also take place; there is a "drama festival" of simple plays and sketches and outings are arranged to local places of interest. The boys' and girls' courses come together whenever possible, although experience shows that single-sex classes are the only way of getting to know all the members of your group in the two weeks.

In the evenings the local sports hall is used for basketball, five-a-side football and handball, organized on a house basis and refereed by the English students, although this invariably leads to heated protests over the alleged English ignorance of handball rules. A series of fanatically contested England-Sweden matches also takes place. There are indoor games sessions, a revue, two discotheque evenings and two films in English. These have included Zefirelli's *Romeo and Juliet* and Leslie Howard's wartime spy thriller *Pimpernel Smith*. The Swedish film distributor produces excellent bilingual discussion pamphlets which are used to give the children some advance preparation for what they are going to see.

Besides their role in these activities, the English students fulfil an invaluable teaching function. English speaking is improved dramatically—not just through conversation about English television programmes, football and pop stars over meals and the evening supper drinks but also via games of "Call my Bluff" and "Twenty Questions" and endless rounds of Monster-mind, Scrabble, Cluedo and other board games. The Swedish children are given a magazine at the start of the course which includes crosswords, competitions and information about England. They, in turn, are expected to contribute to the second edition at the end of the course.

The fortnight ends with a speech day to which all parents and families are invited. A brief description of the course and some explanation of the English boarding system are given, each child receives a school report and those who are in winning teams or who have made particular progress in English receive English texts as prizes. Some will return to Grännа the following year; others will come to England, either for the last four weeks of the summer term or for a follow-up course at Uppingham in August which it is hoped to extend to children of other nationalities in future years.

Both English and Swedish students seem to learn a good deal from each other. The English stereotypers always notice how strange the Swedish children find the discipline of the course at first, but how quickly they adapt to it; how much more independent Swedish children are at that age than their contemporaries back in England—many 12 or 13 year olds think nothing of a 24 hour journey to Grännа entirely unaccompanied; their concern for each other, for example, over a rare case of homesickness at an age when many English children would condemn such things as childish, and their lavish hospitality on our way home via Stockholm or Gothenburg. The Swedish children in their turn are always struck by the friendliness and patience of the English 17 year olds for children several years younger, and seem baffled but attracted by the English sense of humour.

For English teachers in Sweden the most noticeable things are perhaps the limited powers and span of concentration of even academically gifted children and the concern of many parents as current developments in Swedish schools. A course that costs over £150 does not attract a cross section of society, even in a country with a high cost of living and a steeply graded tax system; but it is remarkable how surprised parents are at the level of responsibility which the English students will take on, and the fact that English teachers (unlike Swedish ones) will commit themselves to an opinion of each child, even after only two weeks. There seems to be a widespread yearning for Swedish schools to adopt many of the structures and discipline frameworks which are currently being questioned or abolished here in England.

Looking after minorities

Mary Hoffman

Less Commonly Taught Languages: resources and problems
Bilingualism and British Education: the dimensions of diversity
Centre for Information on Language Teaching and Research £1.50 each.

Both these collections of papers are the product of specialist conferences organized by CILT. Twenty-seven languages were identified at one of them as "less commonly taught" including Bulgarian, Afrikaans, Gujurati, Serbo-Croat and Swahili. What they all had in common was a spoken currency so that the demand for learning them arose from a practical need. The papers are concerned with details of organization, administration and resources which appear to be similar across all these languages, rather than with linguistic factors. M. J. de K. Holman's article, for example, on the teaching of Bulgarian at Leeds University, offers a model of international cooperation and exchange for others to follow.

The report on bilingualism does not limit itself to languages such as Punjabi and Polish, spoken by British immigrants. It devotes three papers to bilingualism in Wales, both the reasons for learning Welsh and the position of teaching and learning English. The collection ends with a series of practical proposals made by working parties of conference participants, to improve the status of "minority languages" in schools.

ENGLISH AS A FOREIGN LANGUAGE

From August 9-12 inclusive there will be an exhibition of books and materials for English Language Teaching at

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Under the fertile crescent

Colin Crewdson on archaeology

Cassell's Introducing Archaeology series:
(1) Ancient Mosaics. By Michael Jo'Connah.
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(5) Introducing Prehistory. By Avraham Ronen.
Cassell £1.50 each.

Shire Archaeology:
Bronze Age Metalwork in England and Wales. By Nancy G. Langmaid.
Pottery in Roman Britain. By Vivien Swan.
Shire Publications Ltd £1.00 each. ISBN 2665 and 268 1.

Cassell's series of books from Israel is an interesting introduction to ancient civilization, in particular to that of the Eastern Mediterranean. Five titles follow the first four of this well-produced collection and others are promised.

Although late in the series, *Introducing Prehistory* serves as a useful starting point for the whole, since it puts into perspective the development of the human race and the early development of the "fertile crescent" cultures: it clearly shows the perspective of the series, which is the Near East, naturally enough. It is obvious that this is not the obvious centre of the world and its development, but our own history and culture has points of profound contact with it, enough to make these books an interesting and relevant addition to early studies.

From this introduction to early human society, its cultural accretions and divergencies, its adaptations and acquisition of power, the other studies deal with different cultural specialities: the origins of the alphabet, ancient mosaics, weapons of the ancient world. *Marine Archaeology*, though not so closely related, is not much out of line seeing that it covers the same geography; its lack of documentation produces the same lacunae as prehistory.

The series has been designed either as a primer for students, or to channel the ideas of those whose interest in archaeology has been aroused by other media: the subject matter is presented clearly, with many photographs, mostly apposite, some excellent, though in *Marine Archaeology* there is a quiet emphasis on "divers at work". However, there is a heavy after-dinner feeling about the prose, which is no aid to concentration, a discursiveness which is slightly at odds with the nature of the series.

Marine Archaeology is exactly what it says it is: there is little about fresh water or wells, or anything outside the Mediterranean, though small sections appear on "Western Europe and the New World", diminishing with distance from its focal point. Archaeology at sea (harbours, ships, trade routes) are material enough to occupy the most energetic underwater archaeologist. This book is perhaps the least successful of the series—perhaps because there are so many recent more thorough (and more expensive) publications on the market.

Ancient Mosaics is a good introduction to a subject not overburdened with studies, and it is well-illustrated from sources not usually tapped; where else in a general history could one find so many examples of Byzantine synagogue floors? One might perhaps hope for a small glimpse of the Mexican art, though it is out of the mainstream of this sadly withered art form.

The illustrations in *Weapons of the Ancient World* mar one's appreciation of it a little; two photographs are transposed, two others back to front. One wonders how the Battle of Issus would have ended with Alexander charging from the right. There is little mention here either of stone or stone-age weapons—no bolas or boomerangs. Once again the author seems happiest with the rise of Mediterranean bronze-age technology.

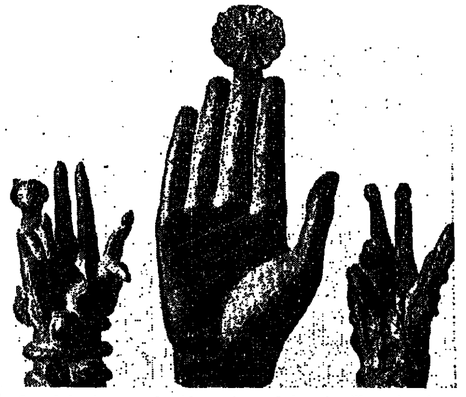
Origins of the Alphabet is by far the most successful of the series. The author has tighter control of his material and organizes it to good advantage, especially in the admirable section explaining each letter in turn. Its success perhaps points to over-ambitiousness in the rest of a series which attempts to be "world-wide in its scope" while keeping its feet planted unequivocally in the Eastern Mediterranean: the "fertile crescent", the centre of many ancient atlases, is as much the centre of this one too.

Less ambitious in scope but more precisely conceived are two new booklets from the Shire Archaeology series, which deserve nothing but praise.

Bronze Age Metalwork in England and Wales is an informative and concisely written short history of the various stages of the Bronze Age with the changing influences of continental incursions and cultures. The illustrative section is clear and easy to refer to.

The Bronze Age is not an easy period in prehistory to classify or to write about: as a period classified by its metal technology which is itself only a part of it, it must at best remain blurred at the edges, so long as its lifespan is judged by such an indicator. Publications such as this do much to clarify the information we have.

The Roman period is not at all vague or indistinct: *Pottery in Roman Britain* is more of an index of pottery types and chronology; it is clear and blunt, with not a breath wasted. For those who are decidedly daunted by the sheer volume and diversity of Roman pottery, this book will be an invaluable help.



Carved hands covered with magic symbols. An illustration from "Through Roman Eyes", by Roger Nichols and Kenneth McLeish (Cambridge University Press £4.25 and £1.95), a book which looks at Roman civilization in the words of Roman writers.

Children's literature

Journeying through time

Mary Hoffman

A Witch in the Summerhouse. By Sheila Oldfield.
Hodder and Stoughton £1.80. 340 02027 6.

The Junction. By Helen Solomon.
Oxford Reading Ltd £2.35 904223 02 2.

Haunting Air. By Barbara Freeman.
Macmillan £2.95. 333 19484 5.

A Stitch in Time. By Penelope Lively.
Heinemann £2.60. 434 94897 7.

Escapism is still enjoying a boom in children's fiction, though the packages are better value than others. Hepzibah, the witch in the summerhouse, arrives in 1976 from the sixteenth century at the conventional bidding of 10-year-old Emma—and is stuck without means of return. The ostensible story of the book is the quest for a spell that will transport Hepzibah back to her own time, but in episode it is really about the problems of her presence in Emma's. It is part of a long tradition of Emburrassing Companions which spans Wurzel Gummidge and Catweazle, but adds little to it. The writing offers only a little extra to a lot of ordinary.

Ann Anderson, in *Time Junction*, takes a trip in the other direction when he falls down on to an old railway line behind his grandparents' cottage and finds himself back in the time of the navvies who built it. Helen Solomon writes with real feeling for "the Old Road, the Iron Road, the Road of the Junction" and adds a sad conservationist's epilogue that it is now being dug up and replaced by a motorway.

In fact, the book might have been more powerful if set firmly in the time of the navvies, a picaresque tale à la Garfield with Tim as its nineteenth-century hero, since the time slip is only a device to get us there. As it is, the over-done rhyming slang and characters with names like Red-eyed Rat Face and Dandy Dick make it seem as if Tim has strayed into a vivid but contrived history lesson. The squalor and vitality of life in the navvies' huts do not need to be seen through his twentieth-century eyes to appear squalid and vital.

Tim, like Emma in the first story, is an ordinary child. There is no suggestion that he is in any way psychic; he is just interested in trains. But Melissa in *A Haunting Air* is a girl ripe for the supernatural. Her father is that shadowy figure beloved of children's writers, a full-time novelist. Her mother left home when she was a baby and Melissa is lonely. A friendship springs up between her and a girl-widow who moves in next door with a very convincing baby, which leads to historical researches and the eventual laying of a small Victorian ghost.

Here the crisscrossing of one time with another through the use of old newspaper stories and a bundle of letters is perfectly acceptable. But though the stuff of the story is on firm ground, the tone sometimes wavers; the writing becomes self-regarding at moments and the first person narrative doesn't help. As with *Time Junction*, the story might work better without the idea it first started from. Historical detection seems to succeed well enough without ghosts.

The same may be true of Penelope Lively's *A Stitch in Time* but, if so, it is a quibble to be offset against the fine writing and a very original character. There is nothing new about the lonely only, but Maria's orderly, unexciting parents see her so little as a person that she has begun holding conversations with things. "For a real heart-to-heart you couldn't do much better than a clock. For a casual chat almost anything would do."

The family are spending their annual holiday in a house in Lyme Regis, which puzzles Maria. She can hear a swing creaking and a dog yapping but cannot trace the source of the sounds. Marcia Lucas, a boy staying next door, becomes Maria's first real friend—the first stitch in time to prevent her from becoming completely ingrown. But at the same time she is drawn into the history of Harriet, the girl who lived in the house over a hundred years ago, who owned the swing and the dog. Maria's obsession with her grows over the holiday and the climax comes at the height of a fraught picnic shared by the Lucases and the Fosters. The end of Harriet's story would seem less bathetic perhaps to more of a dog lover, but the point of it is that it provides another stitch in time, the kind that joins the present to the past.

Maria's parents are created with considerable animus by the author (who is not usually so bitter) and the contrast between them and the disorganized Lucases is nicely pointed in the picnic. "The Fosters were dressed for every eventuality of weather, wore sensible walking shoes and carried their possessions in convenient bags and baskets. The Lucases were clad in everything from bathing-suits to what appeared to be some kind of fancy dress and clutched innumerable tattered carrier-bags which leaked chops, sausages, tea-bags and the odd can of beer."

Both the Lively and the Freeman books lie under the shadow of *Tom's Midnight Garden* which neither of them rivals in wholeness or in economy. But Maria's journey out into an easier world, by way of herself, travels through a timescape which every reader will recognize and remember.

Veni, vidi, vici

Rome and the Barbarians. By Barry Cunliffe.
Bodley Head Archaeologies £2.95. 0 370 01578 9

In a little over eight hundred years the Romans grew from a simple peasant community into a powerful nation with an empire stretching across most of Europe and North Africa and controlling all the shores of the Mediterranean. The relentless efficiency with which they proceeded from conquest to conquest was matched by the skill and artistry with which they built their colonies, and their influence upon social progress was widespread. Their success, however, brought its problems. As their frontiers grew so did the need to defend and extend them. The "barbarians" beyond the boundaries of their empire were a constant threat and colossal works of defensive architecture were necessary to maintain and strengthen their positions.

It is the history of this confrontation and the architecture which it produced which is the subject of Barry Cunliffe's book. Unlike his study of Iron Age communities in Britain, it does not attempt to cover the whole of the empire. Instead the story is traced through a limited number of selected sites, each one of which is studied in depth.

The story of conquest and conflict is told using documentary as well as archaeological evidence and there are maps to help the reader to trace the routes taken by the Romans and follow the steady spread of domination. The progress of Caesar's Gallic Wars and the campaigns of Agricola in Scotland occupy two of the earlier chapters while later ones deal with the victories of Trajan over the Dacians and battles between the Romans and their adversaries in Germany, Hungary and Denmark. The sites selected include defensive walls, army barracks, hill forts and bath houses and the author describes the archaeological investigation of each site against the background of its history. In several cases the methods employed by individual archaeologists are given as well as details of the data collected and its interpretation. Photographs, plans and diagrams accompany the text of this entertaining and informative book.

R. E. Young

Easy walking

A Walk Along the Wall. By Hunter Davies.
Quartet £1.50. 704 33087 3.

Having already dipped into the hardback edition of this book and knowing that there was some connexion between the author and the Vindolanda Trust, which has a poor reputation in archaeology, I was fully prepared to hate the book. Though I cannot claim to be impressed by the author's knowledge or appreciation of Hadrian's Wall (one cannot imagine anyone in the future reading his account for its antiquarian value or even as a document of social history), I must admit to being somewhat disarmed by his fluent and easy-going style. He seems to have walked the length of the Wall in fits and starts but taken in more than just the Roman remains. He makes a point of talking to many of the local people upon whose lives the Wall impinges, and in some ways modelled his journey on that of William Hutton, a 78-year-old Birmingham grocer, who walked the Wall in 1801...

In many ways Hunter Davies typifies the faults of many journalists reporting about archaeology. He recognizes that the subject can be technical and sometimes abstruse but, in trying to simplify it, he introduces too many mistakes and gets the emphasis all wrong. The reason that many archaeologists are suspicious of Robin Birley and his excavations at Vindolanda is not that they disapprove of his educational efforts for children or his reconstructions of the Wall, but that they do not feel that he is excavating in a competent manner. The issue is not, as Davies implies, between the helpful and imaginative Birley and the dry, stick-in-the-mud orthodoxy.

Such failures of understanding, factual mistakes, brevity of descriptions, odd stylistic gaucheries and lack of any serious purpose make it difficult to see why, for all its readability, it was necessary to grace ephemeral colour supplement journalism with a publisher's imprint.

Ian Caruana

Conquest, invasion and the sack of Rome

by Nigel Richardson

Roman Britain. By David Birt. Reference set, £7. Set plus 90 units, £24.
Longmans Resources Unit, 9-11 The Shambles, York.

Like previous Longmans units, *Roman Britain* is in three parts. Ten booklets provide factual information on such topics as the initial conquest, invasion techniques and weaponry, the life of a Roman soldier in Britain, living conditions, customs and religion, Hadrian's wall and the final departure of the legions at the time of the sack of Rome. A series of workcards emphasizes aspects of these themes and provides material to help younger or less able children, and the teacher's unit gives detailed notes and answers.

The unit is exceptionally good. The presentation is thoughtful and attractive, with extensive cross-referencing to encourage research. The wide variety of maps and pictures is clear enough for detailed points and questions to be based on it, while the ideas to create and maintain interest are extremely varied—drawings and modelling suggestions, newspaper reports to write, decisions to make and games to play, including an ingenious exercise in plotting the route of a Roman road.

The unit has many strong historical qualities : the reader is encouraged to look at situations critically, original sources are cited whenever possible and there are many suggestions for further reading. The text is lucid and centres around personalities to help children to identify with the material.

The most important virtue of the unit is its versatility. Unit and workcards together could be used effectively in the final year in the primary school. The complete reference set in a school library would be ideal material for unsupervised work for an O level project. Between these extremes, teachers with large mixed ability groups should find that the information and instructions are clear enough for the less able pupil, while those who work more quickly can be directed to the more ambitious projects.

There are one or two minor quibbles. It would be helpful if the cover of the teacher's unit were a distinctive colour. Many of the instructions on the workcards have a dark green background which makes them difficult to read. Some of the opening remarks in the teacher's unit are annoyingly pretentious : "History is the ideal vehicle for the development of the skills of analysis and judgment that are so vitally a part of maturity." The unit is excellent and should stand on its own merits without this sort of justification.

● "The Tudors", another pack in the same series, was reviewed in the TES, July 16, 1976.

Above: a Roman warship. Below: two different hairstyles worn by Roman women.

International folk

by Colin Evans

Slovak Folk Songs
Panton 11 0262. (£1.99).
Moravian Folk Songs
Panton 11 0217. (£1.99).
Czech Folk Songs
Panton 11 0221. (£1.99)
More Songs of Northumbria
Decca Eclipse ECS 2171. (£1.50).
Festivals of the Himalayas
Nonesuch Explorer H-72065. (£1.85)

A good selection of Czech folk music records are regularly imported by Rediffusion for distribution in this country. Among these is the Czech Panton label, whose catalogue lists a great many recordings of folk and gypsy music. The three latest releases offer an interesting and useful cross section.

Old folklore still survives in modern Slovakia—still largely the exclusive property of the gypsy population. The band featured on this record is that of Eugene Farkas and they are players of the highest calibre. It is the songs that most tellingly reflect the Slovakia of bygone age. Sung by two anonymous singers, these have great beauty, some of them reminiscent of the old pioneering songs. Few could fail to respond to this warm and romantic music.

The same attractive qualities are found on *Moravian Folk Songs*, which contains music played by the Moravian Cimbalom Ensemble, a curious name as the band, like all other Czech groups, contains only one cimbalom which supports the more dominant role of the violins and clarinet. There is somewhat less variety of musical style on this record, many of the songs being sung as a vocal duet, but the short selection of lullabies are particularly attractive. Together the two records offer the chance of comparing the distinctive styles of Slovak and Moravian songs, even when presented in these somewhat modernized performances.

It seems that with the exception of some of the happier songs, most of the music appearing on *Czech Folk Songs* has undergone extensive arrangement. Played and sung by the *Pizen* Pulk Music Ensemble, it is considerably further from its roots than that on the other two records. Some of the orchestral playing sounds almost symphonic, and many of the dances have pronounced Tyrolean overtones. The music is easy on the ear, and while it would make for pleasant home listening, the highly professional performances lack the magic of Czech gypsy music.

Dennis Weatherley's *More Songs of Northumbria* falls into the same category. As the title suggests, it is a follow-up to his first record of folk songs of the north-east. The songs are inappropriately accompanied by the piano, and include a few well-known tunes like *The Water of Tyne* and *Bay Broom Buzzums*. Although the music is firmly rooted in Northumbria, the performances are middle-class drawing room.

In complete contrast are the field recordings made by *David Lewiston* during local festivals in Himalayan villages. One of the latest releases in the excellent and valuable Nonesuch Explorer series, this record explores some of the music in the modern province of Himachal. From the days when this land consisted of small princely states, the communities have preserved their own songs, dances and dialects. More than 20 such dialects exist today. But the music is typical of that found in all lands where the people eke out a living in discomfort.

Among the many smaller local festivals is the important regional festival in Kulu, at which much of this music was recorded. The instruments used are mostly wind and percussion instruments, notably shawms and drums as well as a curious thing called a harasinga, which takes the form of an enormous and unwieldy looking S-shaped trumpet. The bleating wayward sound of the instrument leaves much to be desired, but the percussion and shawm players are surprisingly competent. There is a vivid atmosphere on many of the tracks, with the sounds of dancing and excited chatter from the onlookers.

Sport for late developers

by David Self

Checkers Sport Theme Teacher's Box.
Edited by Alan Wright and others. Evans Bros. £6.95. 0 237 29061 8.

Checkers is a series of specially written and thematically grouped paperbacks "for those children who have found learning to read difficult, but who have acquired the essential skills late in their school lives and now need appropriate practice". Though slightly more demanding than many of the comparable series, they have proved widely successful in achieving their aim, and are now supported by "Teacher's Boxes" of follow-up material.

The "Teacher's Box" that relates to the four paperbacks by Evan Owen on the theme of sport contains, first, an explicit and practical teacher's book that will guide even the most bemused student or probationary teacher (it does actually tell you the display charts can be mounted on a notice board) but which will also help more established teachers who are taking their first tentative steps in allowing secondary pupils to escape from their desks into group project work.

Besides the five display charts, which are photo-montages on each of the recurring themes to be found in the novels, the Box also contains display press photos, explicit work cards for group or solo project work, and carefully worded role-play cards that successfully stimulate character-based improvizations. There is also a brief anthology of prose and verse—which includes some useful press reports and some awkwardly short gobbets from novels and short stories.

It would be easy to dismiss this kit as an expensive collection of materials which any teacher ought to be able to collect for himself and his classes (or which a class might profitably compile for themselves) but the hard-pressed will find it a time-saver, and the work cards and role-play cards are models of how to set out instructions clearly and unambiguously.

Perhaps its most valuable role would be as an inspiration and example to teachers trying to compile their own materials, make their own work cards, and interrelate such "English" activities as letter-writing, collection and collation of data, report writing and interviewing.

My only serious reservation is that the original *Checkers* novels are too simplistic to support so many activities, and it might be self-defeating to use books whose express purpose is to encourage "easy reading" for so much follow-up work.

Cassettes for the blind

A cassette lending library for the blind and other handicapped might appear an obvious idea but it is in fact one which few people have realized. Calibre, a charity run by eight volunteers and a part-time paid worker, is one of the few such services which exist.

Calibre organizes the recording of books on to ordinary standard cassettes for distribution to the blind or anyone else who can supply a doctor's certification stating their inability to read printed books. Schools, hospitals and homes can and do join and are allowed four cassettes at a time.

Membership is free, though members are expected to supply their own cassette recorder. There is a booklist of about 200 books which is a basic selection of classics for adults and a list based on good paperbacks for children.

Calibre hopes to move to premises in Buckinghamshire soon as part of plans for expansion. It is already corresponding with the Library of Congress in Washington who has offered to lend tapes for copying. In the meantime they say they can cope with more members. Inquiries to Calibre, 30 Bisham Gardens, London N6.

Underwater careers

The education committee of the Society for Underwater Technology has issued a revised version of its handbook, *Education and Careers in Underwater Technology*.

The booklet outlines the various specialisms embraced by the title, including engineering, electronics, fisheries research, diving, oceanography and off-shore petroleum production. Educational requirements are explained, backed with a list of the courses and publications available. There is also a useful list of the professional organizations involved.

Optical aids

Aids for the visually handicapped, according to Combined Optical Industries Ltd (COIL), can also make good magnifiers for the normally sighted. They have produced a new catalogue of optical aids, *Visual Acuity Aids and Magnifiers*, which gives details of hand magnifiers, stand and heavy duty magnifiers, lenticular lenses and various types of spectacles.

The brochure, published in English, French and German, is available free from Combined Optical Industries Ltd, 200 Bath Road, Slough SL1 4DW.

Minding the minders

Free copies of a BBC handbook, *Other People's Children*, are to be delivered to registered childminders. The Health Education Council and several charitable trusts have allocated £10,000 to purchase and distribute copies to local authority social service departments. There are about 59,000 registered childminders throughout the country and each should receive a copy.

The BBC handbook accompanies a series of 19 short programmes under the same name to be shown in January. The BBC says that the aim of the programmes is "to raise the morale of childminders and encourage more training schemes for them. The accompanying book is a down to earth guide on the practical questions of money, safety and food which are featured in the programme." They also hope that the programmes may encourage more people to register as childminders.

Audio-visual courses

For teachers wishing to understand technicalities of closed circuit television and videotape recording, the South Thames College, London, is providing a series of short courses in the autumn. The closed circuit television course, which offers insights into operation and maintenance techniques, opens on October 25 and runs for two weeks full time.

Programme production techniques are the subject of a course opening on September 21 and another, concerning graphics and animation appropriate for educational television, starts on November 8.

The use of VTR and VCR equipment will be dealt with in two separate courses: the first, providing an introduction to the operation and maintenance problems, opens on October 19; the second, dealing with portable equipment and the specialized approach to production that is necessary, starts on Oct 7. *Full details from the college at Wandsworth High Street, London SW18.*

Ideas, argument, experiences, research

TALKBACK

Writing weekend for reluctant poets/ Creative English in the sixth form

From the Terrace

by John P. Wynne

Our school is fortunate in having the use of a rambling Victorian house, called the Terrace, where weekday and weekend courses can be run. I decided to spend an unexciting weekend there with 11 sixth-year pupils of average and below average ability, to see if it was possible to create an atmosphere that would promote creative writing.

I contacted Tony Curtis, the young Welsh poet, with whom I had met at another West Riding comprehensive, and he was enthusiastic about the idea. I knew Tony's enthusiasm would be hard for the pupils to resist and that his poetry would be accessible, and if necessary, provide a useful model. Most important of all, I knew that he would be writing flat out himself and that the inquiries, the rough and tumble, the communal living would all be welcome to him.

Although the Terrace is only five minutes from the school and most of the pupils live in the village, I felt the separation of the group from everyday life would be an important factor in the creation of a writing atmosphere. Richard Thompson, master in charge of the Terrace, and his family immediately set up a relaxed, informal tone to our stay, he and his 10-year-old son initially finding that they wanted to write right, and Glyn's first response eventually became:

Skyscrapers infested by cars
In a hurry to make pollution.

Kay wrote this next piece on Sunday morning, a good 36 hours after having seen the slides of Calder Island:

The pale blue sky
Gently rests on the calm sea
No definite horizon
Related, connected
Meant to be together.

We soon discovered that our fears of having to insist on work were without foundation. When we arrived at the wood in the freezing morning air, two boys asked if they could remain behind in the minibus. We were apprehensive, but allowed them to do so. On our return they presented us with two sides of foolscap, each covered with impressions of the morning's cold and fight. Glyn was later helped by the layout of his drafted poem, "The Sun", some lines and some words were deleted to tighten the structure.

Red, round, rising
Free to see
Unexplored
Warm
Mingles with the sky
Getting brighter, warmer
untouched
Marked by silence
Leaping in an arc
Playing in solitude
Good morning!

His friend Steven wrote five verses of a morning hymn, ending:

The sun suddenly yellowish
Bringing a small light
Then sometimes it vanished leaving no trace

But a crack in the clouds shows light.

A pattern of work evolved: a stimulus; an immediate capturing in notes of the first responses; reworking later with help from Tony and myself; typing out on the finished poems. We found that it was the structure that they needed most help with at first.

By the time they were ready to go to the high-rise flats that part of activity had become fluid: Sharon was writing a poem out on a typewriter; Andrew was writing in his bedroom; Shaun was hidden in a corner working on a poem that was to occupy him for the rest of the weekend; David was permutating the words and lines of a haiku, which was not completed to his satisfaction until the next day.

Daybreak
Trees jigsaw morning sun
Lone rabbit imprints a trail
Frosty knife edged ground.

Tony persuaded him to leave it eventually, saying "poems are never finished, only abandoned". They all organized their own time, and never once after Saturday lunch did we have to direct anyone to their work.

The haiku's disciplined form (our version) sharpened the eye for detail, showed the importance of word order, and helped to emphasize the value of rough drafts. This poem by Steven went through five pages of drafting:

The morning
The fresh freezing air
Sun rises mixed colours cross it
A clumsy partridge flies.

The "clumsy" was worth the effort.

Our advice became less and less sought after, and by Sunday morning we were having to deal with the final products. Our interventions were mainly suggested deletions and help with the shape. But many pupils thought that poetry was a matter of adopting a moral tone, or an attitude of innocent wonderment. We tried to get them to imply things through their use of imagery. We were not entirely successful, as the end of this piece about the coking plant shows.

. . . Gigantic chimneys battle with the sky

Pollution is the end product.

Simon's view of Lady Power revealed the same tendency in reverse.

But, alas,
The scenery is spoiled.
Round the bend is a great black pipe
Sprawled over the surface of the water

A great iron worm
Crawling across the landscape,
Then taking refuge in the hills.

Several pupils found it difficult to write anything at all. Determined that everyone should produce one piece of work, we asked Liz and Tony to tell us everything they remembered about their visit to the flats. I produced a foolscap list of their comments by asking questions like "Where are the flats?" "Up in the sky . . . up in the clouds . . ." Then, selecting and rejecting forms from their own words, we arrived at:

Lost in the clouds
Forty flights in the sky
Are six purple flowers
Fenced up in St John's garden
Crocus colour in a concrete prison

Later Tony Curtis showed Tony his poem about the coking plant at night. Tony looked at it for a moment, then went away and returned an hour later with:

A train rushed by with speed
Light flashing through windows
The smoke came over the top
Drifting and slowly fading away.

It was the shape of Tony Curtis's poem "Night Shift : Coking Plant" which he borrowed:

A passing train
Cuts through the foreground
Exploding orange and reds
24 frames per second
24 frames per second

Mandy, who hadn't written anything other than a series of vague, bare sentences, suddenly disappeared on the Sunday morning, and emerged with a completed poem. It was evident that she had absorbed quietly much of the writing and comments of others:

The ripples are soft
as though they're saying something in soft silent whispers
cool and calm as butterflies
the soft silent ripples imitate their fluttering wings.

We were certain that much of the successful writing of the weekend was a direct result of our being at the Terrace, and of the way we broke down barriers between adults and children. The pressure of time, and the chance to have a professional poet around, paved the way for a rapid growth in the children's confidence, as well as a widening of teaching horizons and expectations.

John P. Wynne is head of English at Northcliffe Comprehensive, Conisborough, Doncaster.

Conditioned responses

by Peter King

Reform of the sixth-form curriculum and new patterns of exams are much in the air. Could it be, however, that what we really need is scope for different types of written work (especially in a major A-level subject such as English) and a re-evaluation of teaching techniques?

The current "bee in my bonnet" largely concerns the type of written work we expect in the sixth form, mainly because pupils will be required to write fairly sophisticated answers to subtly expressed exam questions. The creative approach is encouraged for five years in secondary school, but then the springs supposedly dry up.

I want time for more varied written work: the literary essay, with its scope for indicating the writer's response to, and knowledge of, the text, its opportunities for developing the writer's powers of expression and so on, and writing of a more personal, imaginative, creative kind which stems from the particular A level text being studied.

If, for example, this is Joyce's *A Portrait of the Artist as a Young Man*, there should be scope for the literary essay and for a stream of consciousness writing on whatever subject one likes; the writing of a series of epiphanies (which will often demonstrate far more powerfully whether the writer does genuinely understand, as opposed to where one asks for analysis of examples from the text); or writing based on episodes in one's own; when one was unjustly punished and strong emotions were aroused as in the pondying of the infamous Stephen in the original.

I do not claim that such writing is a substitute for the more traditional literary essay, but I think there should be a more significant place for it. There are, of course, difficulties in assessing such work, especially if it were considered as part of an exam. It can be argued that it leads to a much more superficial approach, is frequently much easier, particularly for the more gifted sixth-former, than a finely balanced literary essay. Pupils tell me how relaxing such writing is, what a refreshing change it provides.

I am also convinced that such writing can and does sharpen critical response, sends pupils back to the text during the preparatory stage and can increase their understanding of a text. It would be interesting to hear of similar experiments or to have these convictions challenged.

As to teaching techniques, instead of the more formal approach to a novel such as E. M. Forster's *A Passage to India*, in which, probably following the sequence of the novel, the teacher pre-selects chapters and extracts for critical consideration and discussion in class, one could approach it differently. After a brief introduction to Forster as a writer, the group is allowed time for a quick initial reading of the novel. At the end of this each is given a topic—a character study, a social occasion, a theme or idea such as *prejudice*—varying in difficulty according to your estimate of individual ability, and each prepares a paper on that topic. During the intervening time you read a limited number of Forster's essays from *Two Cheers for Democracy* to broaden their background, encourage others to read further Forster novels. When individual papers are read out everyone, including the teacher, makes notes of salient points, which provide the basis for discussion, re-reading of extracts from the novel, suggestions for further reading, of text and critical writings. Gradually a pattern emerges, the individual response to the novel becomes clearer, misunderstandings or errors of technique in written work emerge; you begin to feel that everyone has been involved in the study of the novel, had to formulate opinions, rather than listening too frequently to one voice, possibly supplemented by that of others.

Is it a delusion? Has the teacher aroused a genuine as opposed to a conditioned response?

Peter King is director of English studies, The George Ward School Melksham, Wiltshire.

AUGUST ISSUE
Patrick Moore's
THE RINGS OF SATURN
Jenny Pearson
SURVIVOR OF BLOOMSBURY
Tony Osmon
WHEN THE SEA TURNS RED
Julian Critchley and Tom Miller
TOP TEN GENERALS
Edward Iwde-Smith
THE TALENTS OF TITIAN
The Illustrated LONDON NEWS
BRITAIN'S LEADING MONTHLY MAGAZINE

Country matters

Jill Turner visits a Rudolf Steiner school which offers a home to insecure children

This year the Peredur Home School in East Grinstead celebrates 25 years of helping insecure or, as some would have it, maladjusted children—children sent by local authorities because their homes or their schools, or both, cannot cope with them. Never older than 12 when they arrive, and sometimes as young as seven, many are already labelled delinquent and are violent and aggressive; others are withdrawn, anxious, obsessive and psychotic. Peredur's treatment is a quiet, affectionate understanding and a secure and rural environment.

The school follows the curriculum and philosophy of Rudolf Steiner—the Austrian anthroposophist who died in 1925—with almost evangelical enthusiasm. Siegfried Rudel, an alert and benevolent man who runs it as a charitable trust with his wife Joan, was educated in Stuttgart, at one of the first of several hundred Steiner schools throughout the world.

Even the school house, with 55 children in six classes, reflects the windows with sawn-off corners and the rather *limpen* style of Steiner's Goetheanum. But its classrooms are small enough to have both the lightness and coziness of a large cottage. The children spend most of their time there or in the adjacent self-contained hostels, most of them in simple Scandinavian style, where they live like a family in mixed-age groups.

Peredur does not accept children with an IQ of less than 90. They find IQ tests "pretty reliable", and are anxious to avoid having a child fall behind others, with all the emotional complications that might bring. There are other Rudolf Steiner schools for educationally sub-normal children, they point out, but the aim at Peredur is to get them back to normal schools.

The Rudels can be reasonably selective in deciding which children they think they can help. Nearly all come from urban areas; many from broken homes; many have been in trouble with the police. But once they are accepted, the case-notes are put aside to give the child a clean break, and help the staff to receive them with warmth and interest rather than apprehension. Only at the end of term, when the school doctor (another Steiner expupil and follower) visits, are they consulted. Often the past they reveal is difficult to believe of the child the school knows.

Mrs Rudel takes the view that the maladjusted child is a normal child reacting to a maladjusted world. She is distressed by parents' lack of interest in their children, and blames boredom and long hours of passively watching television for a lot.

At Peredur both the teachers and housemothers are "always thinking up nice things for the children to do". The teachers move up with their classes for eight years, and many live in the hostels with them, a system demanding in skills and commitment but apparently satisfying in its results.

At the suggestion of parents, anxious to give their children special attention while the others are at school, the year is divided into four terms. Resuming in mid-August with a two-week break in October means not only more frequent contact with home but, Mrs Rudel has found, less fall-off of work as term progresses.

The school timetable, too, is unusual: the same subject is taught for one and a half hours each morning for a month, a feature of Steiner teaching which the Rudels find excellent for children with a poor attention span but high intelligence.

They have found that the short bursts often advocated for children like theirs in fact can make their attention span shorter. With projects rather than subjects, they enable a class to tackle, say, ancient history or physics, from all sides—the mathematical, the verbal and, importantly, the artistic.

"Every subject has so many facets," Mrs Rudel points out, "and skilful teachers will change the activity at the first sign of boredom. We often find the children go on reading about a subject after we have finished teaching it."

Steiner believed that only a genuinely artistic education can lay the foundations for the healthy development of the will, and that up to the age of seven one should not expect more of a child than that. Even constructive and intellectual toys are eschewed in favour of painting, handwork and recorder-playing.

"The shedding of the milk teeth" is believed to mark the second stage when the child's feelings develop, and after 14 these two processes begin to be controlled by thought. To rush this development is thought unhealthy, and there are no tests or exams: "The whole man must be educated; not only his head".

Physical health is an important if strange part of Steiner's philosophy. Many of the children are on tranquillizers when they go to Peredur, but gradually all are taken off them. The Rudels place their faith in lighter homeopathic medicines: a herbal tea of lavender, valerian root, mallow and honey to help them sleep; peppermint tea for upset stomachs; and a mouthwash of myrrh and cloves to relieve toothache. (Mrs Rudel points out they will quickly be at the dentists or the hospital for anything serious.)

Occasionally curative eurythmy is prescribed—a Steinerian device described as "modified dance and drama, but visible speech and song expressed in controlled movements"—though generally the children thrive on "the sort of food people used to eat 50 or 60 years ago", and their quiet but stimulating environment.

On a Friday morning most of the children are writing letters home, but they smile and chat about their plans in a less self-conscious and more friendly manner than most of their peers. From what used to be a top class of 12 most have successfully transferred at different ages to normal schools—usually small boarding schools rather than large comprehensives—and that they have all the usual opportunities, and their past difficulties are firmly behind them. The two or three who remain after 16 years of age plan to take evening classes ("I have to think what subject to do", a formerly very withdrawn boy tells me as he comes forward spontaneously to shake my hand), and will transfer to the farm and training centre set up for those who need help for a few more years.

Peredur, named after one of King Arthur's knights, started with 60 acres of land but now has 230, all farmed biodynamically—by natural methods—according to Steiner's teaching. Routine is an important part of the reassuring process, and the seasonal round is of similar value. The children are eager to help with the haymaking and take pride in the farm and its produce.

The Jersey herd of 40, for example, produces a range of dairy products, including some strong-smelling home-made cheeses that feed the Peredur community and are sold locally. The wool from the 50 Jacob and Dorset Down breeding ewes (sheared by the farm trainees) is sent to Scotland to be spun, then dyed at Peredur with plant extracts—rose madder, dahlia, nettle and lichen—and woven into attractive and saleable rugs, tweeds and clothing.

The wheat is harvested and sent to the professional bakery, to be made into wholemeal loaves for which there is enormous demand; and clay dug on the farm fuels the setting-up of a well-equipped pottery. The pots sell quickly at commercial prices on open days, while people in East Grinstead have found in the shoe-repairing shop mending which lasts years rather than weeks.

The trainees learn all the skills connected with this "good life", and learn to look after their daily needs, cleaning their rooms and doing their shopping in the town. Nonetheless Peredur has found that a few—far only five—continue to need a sheltered environment after the age of 20. Their needs falls between the departments of Education and Science, Health and Social Security and Employment. Far from letting them down, the Rudels persuaded a trust to buy a farm in Cornwall where they can practise their considerable skills until a suitable opening can be found for them.

It is easy to see Peredur as a happy, carefree community, and to forget that its children are there because everyone around them at home just could not manage. The Rudels have worked out not just an education but a way of life that helps the children on every front. To children who find life difficult they offer a range of simple pleasures. Joan Rudel describes Peredur as a greenhouse for seedlings that need to be kept from frosts until they are strong enough to be planted out.

Giving them shelter

Gillian Thomas on a residential school for autistic children

Fifteen years of pioneering work in the field of autistic schooling were recognized last year when Mrs Sybil Elgar was awarded an MBE. Her latest venture is the first-ever senior residential school for autistic adolescents, which she opened two years ago.

Somerset Court stands in 22 acres of ground in a large old house in the village of Bront Knoll, amid lovely countryside, and only a couple of miles from long sandy beaches. Twenty-three autistic children and young people, aged 11 to 23, live there in a community which is partly self-supporting, a system which she believes to be the best answer to the problems of autism.

"To enable the children to live happy and useful lives. That is our aim", she explains. "There is no doubt that in a sheltered environment, which they need to protect them from the hurly-burly of the outside world, many of them can be taught to be more sociable and responsible—and to do things for themselves. Of course the more severely disturbed benefit rather less, but even so they avoid having to be cared for in hospital. So we are desperately trying to make the 'normal' viable operation."

Inevitably the key factor is finance. The £150,000 project was sponsored by the Ealing Autistic Trust, formed by parents from the National Society for Autistic Children's school in West London, of which Mrs Elgar was formerly principal. All the children now at Somerset Court came with her from the Ealing school.

Grants from the Department of Education and Science and the appropriate local authorities pay for two full-time and three part-time teachers, as well as Mrs Elgar. There is a part-time occupational therapist, a gardener, and five trained domestic staff who are covered by social services payments. To make ends meet and to clear the enormous capital costs, the school is undertaking various money-making projects like printing, market-gardening and craft work. As well as providing income, these activities are a basic part of the children's educative process.

"Over the past 10 years we have shown just how much can be done for the autistic child", says Mrs Elgar. "They can not only be taught basic skills like reading and writing, but can also be helped to understand what is going on around them. This means that they are much more able to cope with living—like going out with their families and taking part in group activities. "But much of this progress is lost if at 18 they are thrust into unsuitable environments. They simply cannot cope with the normal world—but institutions for the subnormal are no place for them either. That is why there is such a need for a special community project like this."

Having begun as a primary teacher, Mrs Elgar moved on to specialize in teaching the handicapped some 20 years ago. This brought her into contact with the problems of autism, to which very little attention was paid until the 1960s.

Convinced of the need for a special teaching approach, she started her own school in 1961 at her home in St John's Wood. A nucleus of these children moved with her to the school in Ealing, which was the first of its kind and was launched by the society largely as a result of her efforts.

At Somerset House the atmosphere is much more that of a home than an institution. When schooling is over, the children can watch television, listen to records, or play table-tennis or badminton. There is also a swimming pool generously provided by a local well-wisher—as were many of the facilities.

The children live in comfortable bedrooms, more like bed-sitters than dormitories. There is plenty of room for expansion—when the money is forthcoming. Eventually Mrs Elgar hopes to take up to 40 children.

During the first year seven projects have been started as part of a community-based training programme. The degree of participation varies enormously from child to child. Gardening is a major occupation—the lawns have to be mowed, weeding has to be done, and there are ducks, pheasants and 40 chickens to be cared for.

Working closely with the gardener, two of the older boys are now able to use the mower while several look to feed the animals. Planting seedlings and picking fruit and vegetables are more demanding, but under supervision some of the children get involved in these, too.

In addition to producing most of the vegetables and fruit it needs, the school also runs a garden centre for which the previous owners of the house had already obtained planning permission. Tomatoes, apples and lettuces are sold alongside bedding plants and garden accessories. Here again some of the pupils are involved, with a few even helping on the selling side. Pupils who take part in the woodwork and maintenance programme under the supervision of the woodwork master make seed boxes and other useful items for the garden centre. They also paint the fences and help generally with the upkeep of the house.

Also linked with the gardening activities is the school's cookery programme. From the glut of tomatoes in their greenhouse this summer the staff and children made many pounds of chutney; this followed a big marmalade-making session earlier in the year. They make pickles and jams, too, partly for their own consumption and partly to sell at the garden centre or at their bazaar.

"We can barely keep up with orders" says Mrs Elgar. "All the locals seem to have heard about us, while parents are eager to buy things whenever they come to visit their children."

Eleven boys and girls take part in the school's domestic programme, and have regular jobs to do in the kitchen. They deal with fruit and vegetables, washing, chopping and peeling them, and help with the washing-up. Elsewhere they help with table laying, bed making and laundry work. Though basically chores, these activities help an autistic child to develop a sense of responsibility and usefulness.

Another project which is proving highly successful, both financially and for developing the children's skills, is printing. They undertake orders for headed writing paper and tickets, and design and print their own Christmas cards. Two of the boys can operate the press on their own, and Mrs Elgar is looking for a bigger one in order to expand their capabilities. Duplicating, stapling, folding and enveloping are part of the printing programme, helped along by the school secretary. Again they undertake outside orders—and also produce a newsletter.

Permanently on display in the large entrance hall is a cabinet of craft work which the children do in class, either with the occupational therapist or Mrs Elgar. Canework, jewelry, soft toys, suedo, weaving; 14 of the children are involved in these activities again producing items which sell well, and are also therapeutic to make. In particular, weaving, with its rigid patterns, appeals to the many autistic children who are extremely good at mathematics.

"I have plenty of ideas for future expansion into other projects which the children could cope with", says Mrs Elgar. "I would like to get hold of a prefabrication unit to enable us to make cement blocks for garden use. I am also hoping to be able to set up a mechanical assembly unit to undertake outwork from local factories, though obviously now is not a good time when there is a shortage of work."

Mrs Elgar foresees that the more able adolescents will be able to go out to work and become integrated in the outside world. Already they take part in village activities like sketches, dances and horse riding, and get invited regularly to local events. "In one time here I think we have proved that this kind of environment is extremely beneficial for these children", Mrs Elgar says. "Two-thirds of them have definitely made progress, and though the others may not have improved much as yet, at least they are being well cared for.

"Of course the more severely handicapped ones strain our resources to the maximum, but what is the alternative? I have known some of them since they were babies, and even when they should be returned on completion, there is absolutely no question of turning them away."

lassified Advertisements

ex to Appointments Vacant, Wanted and other classifications

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the Council.

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BERSHIRE
TORAL SERVICE
ER AREA
ary
LOWER LOWCH SCHOOL
Boarded
ired for September, 1976,
ARY TEACHER, Scale 2, for
with some counselling
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Forms available from
Secretary at the School
ERHAM
Borough of
EDUCATION
VALLEY HIGH SCHOOL
ired in September, 1976 of
ary
TEACHER—Scale 1
ded post in a new nursery unit.
ed for August, 1976.
Forms available from
Assistant Education Officer,
Hall, Aylesbury.
ing date: 20th August, 1976.
Director of Per-

ions is child care qualific-
General Nursing Council
Nursery Nurse
Accommodation avail-
Surrey, 12 Abinger
Epsom 561 Ext. Tel.

Other Posts on Scale 2 and above

DERBYSHIRE
COUNTY COUNCIL
ADULT TEACHER IN LANGUAGE LEARNING
Required as soon as possible, one Bellpoint Teacher with good experience in primary schools to act as an Activity Teacher in an educational priority area. Applicants should have a qualification in language learning and child development, but non-graduate candidate will work in the Glossop area.
Salary: Burnham Scale 2 or 3 according to qualifications and experience.
Application forms and further details may be obtained from the GENERAL SECRETARY, Derbyshire Adult Education Officers, Matlock, Derbyshire, DE4 3AG. Closing date: 15th August 1976.

KENT
COUNTY COUNCIL
LIBRARIAN DEPARTMENT
Applications are invited from qualified TEACHERS for the following GENERAL APPOINTMENTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form 7 (obtainable from the Head Teacher) or by the Head Teacher at the address shown, unless otherwise stated. General applications should be sent direct to the Divisional Education Officers.

MEDWAY DIVISION
CHATHAM—SWINDALE C.P. SCHOOL
Fulton Road
Vacancies for January. Applications are invited from experienced TEACHERS to be interested in working within the Junior section of this modern expanding school. Candidates must be able to offer one of the following: Remedial Teaching, Physical Education and Swimming, Music or an ability to establish a programme of remedial work within the unit. Scale 2 post for suitable applicant. Please apply to the Headmaster.

LEICESTERSHIRE
SOUTH WEST AREA
GLEN HILLS LOWER SCHOOL
Glen Road
Required for September, 1976, TEACHER, Scale 2, for mixed 7-9 class, rising to 10th term. You may be nursery trained.
Forms available from Secretary at the School

BERKSHIRE
BOROUGH OF WINDSOR AND MAIDENHEAD
EDUCATION
DEDWORTH MIDDLE SCHOOL
Required in September, 1976 (if necessary)
SENIOR TEACHER—Scale 1
Duties will include responsibility for the Upper Middle School and the co-ordination of the team teaching system in the Upper School. Experience with infants and ability to teach whole Junior age group desirable.
Application forms and further details from the Headmaster. Closing date 31st August, 1976.
Previous applicants will be considered.

BILLINGHAM DIVISION
LEATHERN JUNIOR SCHOOL
Applications invited for Scale III appointment for CURRICULUM DEVELOPMENT and ADMINISTRATION.
Application forms obtainable from Divisional Education Officer, Municipal Buildings, Billingham, Stockton, to whom they should be returned by 17th August, 1976.

DONNINGTON MAILING DIVISION
BROOKFIELD C.P. JUNIOR SCHOOL
Needham Road, Lutfield
Grade III
Required for September or January, 1977, a Teacher for Upper Juniors, interest in MUSIC, LANGUAGE, DRAMA or SCIENCE an advantage.
Scale 3 post available to suitable applicant.
Apply to Headmaster.

LEICESTERSHIRE
SOUTH WEST AREA
BROOKFIELD INFANT SCHOOL
Glen Lane, Leicester
Scale 2
TEACHER required for September or as soon as possible to work with Lower Juniors.
Apply (on forms) with the names and addresses of two persons to whom further references may be obtained, to Headmistress (stamped addressed envelope).

LINCOLNSHIRE
CHANTRY RECTOR LANE COUNTY PRIMARY SCHOOL
Scale 2
(Roll 315)
Required as soon as possible, TEACHER suitably qualified to work in the Unit for Partially Hearing Children.
Application forms and further particulars obtainable from the Divisional Education Officer, Council Offices, Stanford, Lincolnshire (stamped addressed foolscap envelope).

LONDON
I.L.E.A.
ST. HELEN'S R.C. PRIMARY SCHOOL
Knowle Road, Stockwell, SW9
Junior Mixed and Infants
(Group 5)
School opened 1970
Required for September, 1976, MARIED to be responsible for PHYSICAL EDUCATION and BOYS' GAMES throughout the school. Scale 3 post for suitable applicant.
Please apply to the Correspondent to the Manager, 9 Knowle Close, SW9 (01-274 2367).

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE
MACCLESFIELD DISTRICT
KILBIE SPECIAL SCHOOL
Nursbrush Road, Knutsford
(Re-advertisement)
EXPERIENCED TEACHER
Scale 1 plus special allowance of £375 per annum required January, 1977 by school caters for pupils in the age range 5 to 16 who are resident in an adjoining Social Services Department. Observations and Assessment Course. Applicants should have a particular interest in outdoor pursuits, boys' games (e.g. football, etc.) and/or arts and crafts.
For further information, telephone the Head Teacher (Knutsford 52108). Application forms obtainable from the District Education Officer (send stamped addressed envelope), County Offices, County Hall, Macclesfield, Cheshire. Completed forms should be returned to the Head Teacher. Closing date 20th August, 1976.

CROYDON
London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS for the following posts:
KIMMINGTON AVENUE JUNIOR MIXED SCHOOL
Kensington Avenue, Thornton Heath, Surrey CR7 8HT
Tel. (1-764 4021)
Head: Mr. L. H. Lawson
Teacher 1 September 1, 1976 to December 31, 1976.
Intermediate TEACHER to teach MUSIC to all age groups in the school. There is a flourishing school orchestra and choir. Visiting teachers give violin and cello lessons. Ability to assist with woodwork and activities would be an additional qualification.
Salary: Burnham Scale 2 with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamps addressed envelope for application forms from, and to interview, the Head Teacher at the above address by September 1, 1976.

DORSET
WILLIAM BARNES COUNTY (MIDDLE) SCHOOL
Burumister Newton
(Roll 200)
TEACHER for Lower Juniors required from September, 1976.
Welsh essential.
Assistance with removal and local expenses paid.
Pre-application form (to be returned by 15th August) send foolscap stamped, addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

EALING
(London Borough)
TEACHING SERVICE
LITTLE EALING FIRST SCHOOL
Little Ealing Lane
Ealing W5 4EH
Required from September, 1976, or as soon as possible, PART-TIME TEACHER for four sessions a week.
Application forms from Chief Education Officer, Hanley House, 73-77 Uxbridge Road, London W5 5SA (enclosed addressed envelope).

EAST SUSSEX
COUNTY COUNCIL
ELPHINSTONE JUNIOR SCHOOL
Headmaster: Mr. L. W. Lowell
Required September, 1976, TEACHER for Upper Juniors able to undertake MUSIC and GAMES—instrumentally experienced. Scale 3 post.
Application forms and further details from Area Education Office, 20 Wellington Square, Hastings. Completed forms to be returned to the Headmaster, Elphinstone Junior School, Warren Road, Ticehurst, Hastings, immediately.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following GENERAL APPOINTMENTS. Application forms obtainable from the Head Teacher at the address shown, unless otherwise stated. General applications should be sent direct to the Divisional Education Officers.

MEDWAY DIVISION
CHATHAM—OAKLANDS C.P. INFANTS' SCHOOL
Woodswood Road
Experienced Infants' TEACHER required for January. Please state special interests.
GILLINGHAM—ST. PETER'S AND ST. MARGARET'S C.E. INFANTS' SCHOOL
Lidsdale Road, Deice
Experienced Infants' TEACHER required from September if possible to offer MUSIC.

LEICESTERSHIRE
PERIPATETIC MUSIC TEACHER
Required September, 1976, for PANTRY MILLS TEACHER (Violin). Burnham Scale 1. Applicants must be car owners. Travelling allowance paid. Details on request.

Secondary Education

Deputy Headships Senior Masters/ Mistresses

LINCOLNSHIRE
STAMFORD FANE COUNTY SECONDARY SCHOOL
Group 9
(Roll 648)
Vacancies from January, 1977, SECOND MISTRESS preferably with experience of a mixed school. Applicants should state subjects offered.
Application forms and further particulars available from the Headmaster, Stamford Fane School, King's Road, Stamford, Lincolnshire (stamped addressed foolscap envelope).
Applications to be submitted by 30 September, 1976.

Primary Schools
Required for January 1977

HEAD TEACHER
(Group 5)

For a New Junior Mixed and Infant School for children within the age range 5-11 years which will possibly have a Nursery Unit at a later date. The school has yet to be named but is situated in the BECKTON area of NEWHAM.

BECKTON is in the South of the Borough and the school is built on the new housing estate on the site of the old WEST HAM STADIUM and is close to the A13 (London-Southend Road) and Public Transport.

There are three acres of playing fields at present under construction on the school site.

BURNHAM SCALES
Plus LONDON ALLOWANCE £402

Application forms and further details are available from the undersigned.

Education Offices, Broadway, Stratford E15 4BH
J. S. WILKIE, M.A., Ph.D., Director of Education

LONDON BOROUGH OF NEWHAM

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
Required for January, 1977:

Head Teacher
GROUP 4

St. Michael's Church of England School (Aided)
Boardmen Fold Road, Alkrington
Middleton M24 1PR

Applications are invited from suitably qualified and experienced teachers for the Headship of the above school. St. Michael's serves a residential area to the north of Manchester and has 165 pupils on roll between the age of 4 and 11.

Applicants should be communicant members of the Church of England.

Further details and application forms (stamped addressed foolscap envelope, please) are available from the Chief Education Officer, Education Department, Municipal Offices, Manchester Road, Middleton, Manchester M24 4EA, to whom they should be returned on completion. Closing date: 23rd August, 1976.

Classified Advertisements

The charge for advertising in all classifications is 60p per line (minimum 3 lines).

Display in classified advertisements £3.48 per single column cm (minimum space 9.5 cm double column at £66.12).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,

by Monday for the following Friday's issue.

SECONDARY
continued

Remedial Posts

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
THE GRANGE,
Wenlock Road, Shrewsbury
Required September, full-time TEACHER of REMEDIAL STUDIES.
Apply immediately by letter, no forms, direct to the Headmaster. Interview as soon after 9th August as possible. Expect duties from September 19th but T.S.R.O. Inservice training in any secondary or junior officer of the Council must be declared. Canvassing will disqualify.

By Subject Classification

Commercial Subjects

Scale 1 Posts

BEXLEY
(London Borough of)
FIRTH SCHOOL
Avenue Road, Erith
Tel.: Erith 32074
TEACHER of BUSINESS STUDIES required to fully well-established department. Ability to teach CESC/GCE work at an advanced standard would be an advantage. The successful applicant will be the head of the department in the fields of typewriting, shorthand, office practice and secretarial duties. Applicants should be able to offer a range of subjects to meet present and future requirements. Further information available from the school.
Application forms obtainable from, and returnable to, the Education Officer for Schools (T.S.), Town Hall, Gravesend, Kent.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
ST. HELIER GIRLS' SCHOOL
TEACHER (2) COMMERCIAL SUBJECTS
Scale 1
Required from September, a TEACHER to assist in, or in succession to the duties of the combination of the following: SHORTHAND, OFFICE PRACTICE, TYPEWRITING, BOOKKEEPING, ACCOUNTING, SECRETARIAL DUTIES.
Ladies of application should apply to the Headmistress, Miss Beatrice Butler, Grove Street, St. Helier, Jersey C.I.

DERBYSHIRE
EDUCATION COMMITTEE
HOPE SCHOOL
Hope, Nr. Sheffield, Derbyshire Division
Derby, DE2 0HH
(1,070 boys and girls)
Required for January, 1977 (or earlier if possible) a TEACHER of BIOLOGY and (2) HOME SCIENCE. Good facilities are available and Governors are well established.
Application by letter to the Headmaster, Mr. Richard Hall.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
CAYZAWARD SCHOOL
Kirksley Way, London N18 1BX
(Girls 11-16)
(Eight-form entry mixed comprehensive school: roll 1,200 rising to 1,500)
Telephone: 808 6331
Required 6th September, 1976, a TEACHER INSTRUCTOR of HOUSECRAFT to work within the commerce department. This is a well-established, secure appointment with popular examination courses in R.S.A. I and II, C.S.E. and G.C.E. up to Sixth Form level. Essential: Full-time 2 yrs. part-time 3 yrs. Desirable: Teaching experience.
Mortgage assistance subject to funds being available. Considerable help with removal expenses (£500 maximum) and generous weekly accommodation for up to two years. Lodging allowance (£10 per week leading to certain cases).
Application forms obtained from the Headmaster to whom they should be returned as soon as possible.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Dawlish Avenue, Yiewsley, West Drayton UB7 7RL
(Number on roll 1,080, 6th in Sixth Form)
Headmaster: K. L. R. Bryant, B.Sc.
Required for September, 1976:
TEACHER of HOUSECRAFT (Scale 2) for the school has three well equipped rooms. Examinations and with this appointment, all Pupils have full-time facilities for this subject.
In the last two years all the pupils follow a Creative Design Course which gives the boys and the girls experience in these subjects in which equal opportunity is guaranteed. i.e. Cookery, Woodwork, Needlework and Metalwork. Further Economics is taught to the 4th and 5th years to C.S.E. and G.C.E. and hopefully become an established course in our Sixth Form.
Please state subsidiary subject when applying, as ability to help in Lower School Science or Maths. unless would be welcomed.
Apply in first instance by letter to the Director of Education, Belmont House, 20 Station Road, Uxbridge, Middlesex UB8 1HA, giving the names and addresses of two referees. London Allowance is payable. Satisfactory experience and in approved cases. Assistance with temporary accommodation may be available.

LONDON
HACKNEY FREE AND PAROCHIAL SECONDARY SCHOOL
Parason Road, London E9 6NR
Church of England voluntary-aided comprehensive (mixed) school
Number on roll—780
Required for September: TEACHER of NEEDLEWORK, with some experience of TEXTILES. Scale 2.
Specialist facilities and an enthusiastic department. Difficult post for a first appointment.
Application forms and full details from the Headmaster at the school.

LONDON
HACKNEY FREE AND PAROCHIAL SECONDARY SCHOOL
Parason Road, London E9 6NR
Church of England voluntary-aided comprehensive (mixed) school
Number on roll—780
Required for September: TEACHER of NEEDLEWORK, with some experience of TEXTILES. Scale 2.
Specialist facilities and an enthusiastic department. Difficult post for a first appointment.
Application forms and full details from the Headmaster at the school.

Domestic Subjects

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION
ROCHESTER UPON MEDWAY SECONDARY SCHOOL
Cliffe Road
(Mall, 750 girls)
HEAD of DEPARTMENT required as soon as possible or from January 1977 if necessary. Applicants should be experienced teachers ready to take charge of this large and developing department with courses leading to C.S.E. and G.C.E. 'O' and 'A' level. Accuracy due in Personality Scale 3 post for suitable candidate.
Applications to the Headmaster, giving the names of two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
LICHFIELD ST. MARY'S SECONDARY SCHOOL, TIXALL ROAD
Grade A Secondary School
Good Access, Safe, Clarsitre Site
(Mixed, 900 on roll)
Scale 1 ASSISTANT TEACHER
To teach full age range 11 to 17, including C.S.E. and 'O' level candidates.
Application forms from the Headmaster to whom they should be returned by September 7, 1976.

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
PERRY HALL SCHOOL
Prescott Road East, Streetly, Sutton Coldfield
Required for September,
HEAD OF LEISURE STUDIES (Scale 4) to lead this comprehensive school for pupils aged 13 to 19 (mixed).
Directly it is phased residential, pupils will be sent to Bishop Vesey's Grammar School, Sutton Coldfield and Birmingham.
Application forms obtainable from the Head Teacher.

Geography

Scale 1 Posts

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS
FAIRCHILDS HIGH SCHOOL
Shirley Avenue, New Addington CR0 0BT
(Tel. 01-654 4533)
Starting Sept. 1976
Temporary full-time GEOGRAPHY TEACHER to this comprehensive school of 840 girls aged 11 to 18 years.
Salary: Burnham Scale 1, with London Area Allowances.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form and returnable to the Director of Education, Taberner House, Park Lane, Croydon, Surrey.

EAST SUSSEX
(Battenburg Area)
HEATHFIELD SCHOOL
Cade Street, Heathfield
Required for Autumn, 1976 only, a temporary TEACHER (S.S.O.) to teach GEOGRAPHY up to 'A' level.
Applications forms from the Headmaster (stamped addressed envelope please).

OXFORDSHIRE
ST. BIRINUS SCHOOL
Alexander Road, Didcot
(Mixed, 11 to 18)
This is an 11 to 18 County School for boys taking in its fourth year. Approximately 1,000 pupils are situated 12 miles from Oxford near Harwell and Milton.
TEACHER for GEOGRAPHY. A specialist is required who is in sympathy with the modern approach of the Oxford Geography Project. The post is a temporary one which arises from the absence on secondment of a senior member of staff. There is the possibility of an eventual permanent post. A subsidiary subject should be offered. Scale 2.
Letter of application with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WALL, LANGLEY ROAD
SECONDARY SCHOOL FOR BOYS
(Approx. 1,000 on roll)
Cank Avenue, Sale, Cheshire
(061 980 3149)
Scale 1 ASSISTANT TEACHER
To teach full age range 11 to 17, including C.S.E. and 'O' level candidates.
Application forms from the Headmaster to whom they should be returned by September 7, 1976.

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
PERRY HALL SCHOOL
Prescott Road East, Streetly, Sutton Coldfield
Required for September,
HEAD OF LEISURE STUDIES (Scale 4) to lead this comprehensive school for pupils aged 13 to 19 (mixed).
Directly it is phased residential, pupils will be sent to Bishop Vesey's Grammar School, Sutton Coldfield and Birmingham.
Application forms obtainable from the Head Teacher.

History

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION
CHATHAM, FORT LUTTON SECONDARY SCHOOL
(977 boys on roll)
Maguire Hall Road
Experienced TEACHER required from September to teach HISTORY and RELIGIOUS INSTRUCTION to 'O' level. Social Priority Schools allowance also payable.
Applications in writing to the Headmaster at the school, two referees, please.

Scale 1 Posts

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS
THORNTON MANOR HIGH SCHOOL FOR GIRLS
Wolfington Avenue,
Thornton Heath, Surrey CR4 8BT
(Tel. 01-653 3174)
Head: Miss M. G. Wynne-Williams
Vacancy: 1st September, 1976
Temporary full-time HISTORY TEACHER required to this comprehensive school of 840 girls aged 11 to 18 years.
Salary: Burnham Scale 1, with London Area Allowances.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped, addressed envelope for application form and returnable to the Head Teacher at the above address.

LANCASHIRE
HADDOCK HOUSE CONVENT GRAMMAR SCHOOL
Oswaldtwistle
(640 girls)
Required for September, 1976, a graduate TEACHER to teach HISTORY according to experience.
Apply in the first instance giving full particulars of two referees.
Examination School 1 after 3 p.m. and Wednesday 2 p.m. Applications

English

Heads of Department

DEVON
SOUTHWAY SCHOOL
Richfield Avenue, Southway
Plymouth
(Sec. Mistress: 1,700 on Roll)
Scale 4 HEAD of ENGLISH Department of 13 specialists in comprehensive school, opened in January 1974, further 6 in Autumn, 1976. Strong tradition of A level results established over seven years. Exceptionally good new buildings, purpose-built English Rooms and Drama Studio. School is pleasantly sited in northern perimeter of Plymouth with easy access to coast and Dartmoor National Park.
Application forms (stamped addressed envelope) from Head Mistress by 20th August 1976.

Scale 1 Posts

COVENTRY (City of)
LYNG HALL GIRLS' COMPREHENSIVE SCHOOL
(1,610 on roll)
Required January/April term, if possible: TEACHER of ENGLISH to teach throughout the school.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Harry Lane, Coventry CV2 4JS.

DEVON
TORQUAY BOYS' GRAMMAR SCHOOL
Barton Road
Cockburn's TEACHER, Scale 1, required September, 1976, to teach ENGLISH, initially up to 'O' level.
Application forms (stamped addressed envelope foolscap) returnable within a week. Details available from Area Education Officer.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HIGGINGS COMPREHENSIVE SCHOOL
Ashby Road, Scunthorpe
Headmistress: I. Bills
(Number on Roll: 1,100)
Required for September, 1976, full-time TEACHER of ENGLISH (Scale 1) who can also teach music or Classics to second subject. The post is temporary but there is a possibility that the successful applicant could be confirmed in a permanent position later.
Application forms from the Headmistress to whom they should be returned by August 20, 1976.

REDBRIDGE
(London Borough of)
Required, SEPTEMBER, MODERN LANGUAGES (Scale 1)

Mathematics

Other Posts on Scale 2 and above

BEXLEY
(London Borough of)
There is certain conditions, removal and storage expenses, disturbance allowance and grants towards legal expenses are payable in the London Area.
Application forms from the Director of Education, Education Offices, Broadway, Bexleyheath, Kent DA6 7LB, to be returned by 20th August 1976.

BRADFORD
EDUCATION SERVICES
CARLTON HIGH SCHOOL
Carlton Bankhall, Bolton
(Mixed, 11-16)
Required September, if possible, TEACHER of MATHEMATICS to teach throughout the school. Applicants would become available in January 1977.
Application forms from the Headmaster to whom they should be returned by 20th August 1976.

BRADFORD
EDUCATION SERVICES
CARLTON HIGH SCHOOL
Carlton Bankhall, Bolton
(Mixed, 11-16)
Required September, if possible, TEACHER of MATHEMATICS to teach throughout the school. Applicants would become available in January 1977.
Application forms from the Headmaster to whom they should be returned by 20th August 1976.

BRENT
(London Borough of)
CHRISTCHURCH SCHOOL FOR GIRLS
Willesden Lane, NW6
(1,000 pupils, 200 in the Sixth Form)
Required September, 1976:
TEACHER of MATHEMATICS to teach throughout the school.
Application forms (stamped addressed envelope) from the Headmistress at the school, quoting two referees.

BRENT
(London Borough of)
CHRISTCHURCH SCHOOL FOR GIRLS
Willesden Lane, NW6
(1,000 pupils, 200 in the Sixth Form)
Required September, 1976:
TEACHER of MATHEMATICS to teach throughout the school.
Application forms (stamped addressed envelope) from the Headmistress at the school, quoting two referees.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowance and grants towards legal expenses are payable in the London Area.
Application forms from the Director of Education, Education Offices, Broadway, Bexleyheath, Kent DA6 7LB, to be returned by 20th August 1976.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowance and grants towards legal expenses are payable in the London Area.
Application forms from the Director of Education, Education Offices, Broadway, Bexleyheath, Kent DA6 7LB, to be returned by 20th August 1976.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
AYLESBURY SCHOOL
Walton Road, Aylesbury
Head Teacher, G. A. Hill, M.A.
(1,050 boys and girls)
Required September:
TEACHER for MATHEMATICS (Scale 2) to teach mainly 'O' level work.
Application form (stamped addressed envelope) from Head Teacher.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS
CHILDS HILL BOYS' HIGH SCHOOL
Northcliffe Road, Thornton Heath
(Tel. 01-684 2181)
Telephone: 01-653 0901
Head: J. Johnson, M.A.
Vacancy: 1st September, 1976
Temporary full-time MATHEMATICS TEACHER to this comprehensive school of 1,000 boys aged 11 to 18 years until the end of January, 1977.
Salary: Burnham Scale 1, with London Area Allowances.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form and returnable to the Director of Education, Taberner House, Park Lane, Croydon, Surrey.

DEVON
(Ashburton Area)
HEATHFIELD SCHOOL
Cade Street, Heathfield
Required for Autumn, 1976 only, a temporary TEACHER (S.S.O.) to teach GEOGRAPHY up to 'A' level.
Applications forms from the Headmaster (stamped addressed envelope please).

DEVON
EXMOUTH COMMUNITY COLLEGE
Marpool Hill, Exmouth
(Mixed, 11-18, 1,200 on roll)
Required September, 1976, qualified TEACHER of MATHEMATICS to teach to 'O' and 'A' level. Applicants must be willing to take part in Dance/Drama or Olympic Gymnastics would be an advantage. (Scale 3).
Application forms from the Headmaster to whom they should be returned as soon as possible.

DORSET
WEYMOUTH SCHOOL
Fleetwood Avenue, Bournemouth
(1,000 on roll)
Required September, 1976, TEACHER for MATHEMATICS, Scale 2. Applicants with experience in mixed ability classes will be preferred. Temporary appointment considered. Assistance with removal and rent allowance may be available for suitable applicant.
Apply by letter to the Headmaster.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited for the undernoted post:
TEACHER OF MATHEMATICS
MAXWELLTOWN HIGH
Maxwelltown High School is a four-year school with a roll of 940. Head Teacher, Mr. J. Reid. Telephone number Dumfries 4681.
Further information and application forms may be obtained from the undersigned. Completed forms should be returned as soon as possible.
J. K. Purves, Director of Education, Education Offices, Edinburgh Road, Dumfries DG1 1JQ.

HAMPSHIRE
MID HANTS AREA
THE WESTGATE SCHOOL
Cheriton Road,
Winchester SO23 8AY
(11-16 Comprehensive Mixed 11-16 on roll)
ASSISTANT (or MATHEMATICS TO 'O' LEVEL
Salary Scale 1 (Burnham) plus Responsibility Allowance in Appointment is Temporary
Assistance with removal expenses.
Please write to Head giving full qualifications, date and names and addresses of two educational referees.

HARINGEY
(Borough of)
HIGHGATE WOOD SCHOOL
Montenotte Road, London N8
(Mixed-form entry, mixed comprehensive, 1,135)
Required for September, 1976:
A Specialist TEACHER of MATHEMATICS to share work from the First Year to the Fifth Year.
Removal expenses—100 per cent allowed. London Allowance (£402) payable.
Terms of application (stamped addressed envelope) available from the Headmaster or returnable to Head of school as soon as possible.
Education Officer, Education Offices, Somerset Road, N17 9TH.

HARINGEY
(Borough of)
PARKHILL SCHOOL FOR GIRLS
Warwick Road, N.8
(1,040 pupils, 200 in the Sixth Form)
Required for September, 1976:
Well qualified GRADUATE MATHEMATICS TEACHER. The school follows the C.S.E. syllabus and 'O' level is taught in C.S.E. and G.C.E.
There is a computer link with Middlesex Polytechnic.
Scale 2 offered for relevant experience.
Please apply direct to the Headmistress at the school, quoting two referees.
Removal expenses—100 per cent allowed. London Allowance (£402) payable.
Education Officer, Education Offices, Somerset Road, N17 9TH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE ROYAL JUBILEE SCHOOL
Dunedin Road, Upminster
(Mixed, 11-16, 1,000 on roll)
Required September 1976:
TEACHER of MATHEMATICS. Modern and conventional methods. Good opportunity for first responsible post. R.S.A. allowance payable.
Apply by letter to Headmaster giving full curriculum vitae and names of two referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE ROYAL JUBILEE SCHOOL
Dunedin Road, Upminster
(Mixed, 11-16, 1,000 on roll)
Required September 1976:
TEACHER of MATHEMATICS. Modern and conventional methods. Good opportunity for first responsible post. R.S.A. allowance payable.
Apply by letter to Headmaster giving full curriculum vitae and names of two referees.

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens,
Hillingdon, UB10 9LA
(Number on roll 927—62 in Sixth Form)
Head Teacher, J. L. Stubbs, M.A.
Required for January, 1977, or September, 1977, to teach GCE and CSE work in this 11 to 18 Comprehensive School:
TEACHER of MATHEMATICS (Scale 2) to take responsibility for the mathematics throughout the school up to Sixth Form.
TEACHER of MATHEMATICS (Scale 1) to teach throughout the school.
Application forms (stamped addressed envelope) from the Headmaster. Applicants are asked to state whether they would be willing to take part in the Outdoor Pursuits Programme.
Application forms and full details from the Headmaster at the school.

LONDON
HACKNEY FREE AND PAROCHIAL SECONDARY SCHOOL
Parason Road, London E9 6NR
Church of England voluntary-aided comprehensive mixed school
Number on roll—780
Required for September: TEACHER of MATHEMATICS to join an active department. Established G.S.E. and G.C.E. 'O' level courses. Suitable post for a first appointment.
Application forms and full details from the Headmaster at the school.

LONDON, S.E.3
ERIC LIDDELL SCHOOL
Kidbrooke Park Road, SE3 9PX
Telephone: 01-856 0151
Developing Comprehensive, now in its Fifth Year
Required to
Required for September:
A MATHEMATICS SPECIALIST to teach balanced timetable in a well-equipped, exciting department. The new Oxford Comprehensive Mathematics course, catering for mixed ability teaching in the first two years, leads up to C.S.E. and 'O' level. The department has a computer terminal and links the 24 options in the fourth and fifth years. The school has a computer terminal.
Graduate (qualified before 1975) or primary trained mathematics specialists are welcome to apply.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICHARD HILLS HIGH SCHOOL
Cycle Way, Station Rd., Cheam SM2 7AS
(Headmaster: Mr. D. C. Giles, M.A.
(Age range: 13 to 18 years)
Required for the Autumn term, 1976, a temporary MATHEMATICS TEACHER in this mixed comprehensive high school to teach mathematics up to and including 'A' level.
London Allowance £402.
Application forms available from the Director of Education, Merton House, Station Road, Wimbledon, Surrey, to whom the forms should be returned by 16th August 1976.

METROPOLITAN BOROUGH OF STOCKPORT
Required for September, 1976
Reddish Vale Comprehensive School, Reddish Vale Road, Reddish.
TEACHER OF PHYSICS
(REF. 291/TES) SCALE 1
To teach in this 11-18 Comprehensive School a wide variety of courses including C.S.E., 'O' and 'A' level physics, to share in the Lower School combined science teaching and to teach integrated modular courses in the Upper School. This appointment is for 1 year only.
Davenport School, Highfield Close Buildings, Fred Avenue, Davenport.
TEACHER OF BOYS' PHYSICAL EDUCATION AND BIOLOGY
(REF. 292/TES) SCALE 1
Ability to teach boys' physical education and biology throughout the school.
Application forms from The Director of Education, Town Hall, Stockport (quoting reference) and return to the Headteacher by 18th August, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
RIDDULPH HIGH SCHOOL
(Conway Street, Riddulph)
Temporary Head: Hatfield
Required for September, 1976, or January, 1977, a TEACHER of MATHEMATICS to take charge of the department. An ability to teach mathematics throughout the 11-18 range is essential. Applicants should be willing to assist in the school community and be prepared to participate in the Outdoor Pursuits programme. Scale 2 post.
Application forms and further details from the Headmaster.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
RIDDULPH HIGH SCHOOL
(Conway Street, Riddulph)
Temporary Head: Hatfield
Required for September, 1976, or January, 1977, a TEACHER of MATHEMATICS to take charge of the department. An ability to teach mathematics throughout the 11-18 range is essential. Applicants should be willing to assist in the school community and be prepared to participate in the Outdoor Pursuits programme. Scale 2 post.
Application forms and further details from the Headmaster.

SUFFOLK
COUNTY COUNCIL
TOWER RAMPARTS SECONDARY SCHOOL
Tower Ramparts, Ipswich IP1 3DO
Required for September, 1976:
TEACHER of MATHEMATICS to teach throughout the 11-16 comprehensive school.
Application by letter giving age, qualifications, experience and date of birth of two referees to the Headmaster at the school as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
THORNES HOUSE SCHOOL
Doncaster Road, WF1 5QY
(Mixed 11-16 Comprehensive School with 1,400 pupils on roll)
Required for September, 1976 (or as soon as possible thereafter) TEACHER for MATHEMATICS.
Further details and application form from the Headmaster.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
THORNES HOUSE SCHOOL
Doncaster Road, WF1 5QY
(Mixed 11-16 Comprehensive School with 1,400 pupils on roll)
Required for September, 1976 (or as soon as possible thereafter) TEACHER for MATHEMATICS.
Further details and application form from the Headmaster.

WARWICKSHIRE
EDUCATION COMMITTEE
NORTHERN DIVISION
BRIDLEY HIGH SCHOOL
Bridley Lane, Kingsbury
Temporary Head: Hatfield
Required for September, 1976, or January, 1977, a TEACHER of MATHEMATICS to take charge of the department. An ability to teach mathematics throughout the 11-18 range is essential. Applicants should be willing to assist in the school community and be prepared to participate in the Outdoor Pursuits programme. Scale 2 post.
Application forms and further details from the Headmaster.

WARWICKSHIRE
EDUCATION COMMITTEE
NORTHERN DIVISION
BRIDLEY HIGH SCHOOL
Bridley Lane, Kingsbury
Temporary Head: Hatfield
Required for September, 1976, or January, 1977, a TEACHER of MATHEMATICS to take charge of the department. An ability to teach mathematics throughout the 11-18 range is essential. Applicants should be willing to assist in the school community and be prepared to participate in the Outdoor Pursuits programme. Scale 2 post.
Application forms and further details from the Headmaster.

WOKINGHAM
(Borough of)
EDUCATION DEPARTMENT
EMMBROOK SCHOOL
Emmbrook, Wokingham
(Mixed, 11-16, 1,000 on roll)
Required September, 1976, TEACHER of MATHEMATICS to teach throughout the school. Scale 2 offered for relevant experience.
Application forms from the Headmaster.

WOKINGHAM
(Borough of)
EDUCATION DEPARTMENT
EMMBROOK SCHOOL
Emmbrook, Wokingham
(Mixed, 11-16, 1,000 on roll)
Required September, 1976, TEACHER of MATHEMATICS to teach throughout the school. Scale 2 offered for relevant experience.
Application forms from the Headmaster.

Music

Scale 1 Posts

COVENTRY (City of)
BISHOPSGATE SECONDARY SCHOOL
Bishopsgate Road, Binley
Temporary Head: Hatfield
Required for September, 1976, to be responsible for teaching classical guitar throughout the school. Applicants should be prepared to take part in the Outdoor Pursuits programme and to assist with the school community. Scale 1 post.
Application forms and further details from the Headmaster.

SUFFOLK
COUNTY COUNCIL
TOWER RAMPARTS SECONDARY SCHOOL
Tower Ramparts, Ipswich IP1 3DO
Required for September, 1976:
TEACHER of MATHEMATICS to teach throughout the 11-16 comprehensive school.
Application by letter giving age, qualifications, experience and date of birth of two referees to the Headmaster at the school as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
THORNES HOUSE SCHOOL
Doncaster Road, WF1 5QY
(Mixed 11-16 Comprehensive School with 1,400 pupils on roll)
Required for September, 1976 (or as soon as possible thereafter) TEACHER for MATHEMATICS.
Further details and application form from the Headmaster.

Modern Languages

Heads of Department

HILLINGDON
(London Borough of)
HAREFIELD SCHOOL
Northwood Road, Hayes
(Number on roll 708, 93 in Sixth Form)
Head Teacher: T. B. McCuller, M.A.
Required for September, 1976, or January, 1977, HEAD of GERMAN (Scale 3 in this developing comprehensive school with new open planning).
There are excellent facilities including resource laboratory, lecture theatre, sports hall and Language Centre.
The school is within easy reach by train and road to London and to open countryside.
An ability to assist with French as a subsidiary.
Applicants forms and further details from the Headmaster.
Applications from suitably qualified and experienced teachers in the Autumn Term will also be considered.
Lunley Park School for Girls is at present a 13-form entry school of about 1,600 pupils, but will take its first all-form entry in September, 1976. It will then develop into a 1,800 pupil comprehensive school and is expected to attain this size by 1980. Plans are in hand for a new 1,000 place Sixth Form Centre to be opened in September, 1976. The school is pleasantly situated in Datchet, Slough, conveniently near Windsor and Central London.
Details of application, giving details of current work, qualifications and two referees, should be sent as soon as possible to the Headmistress. Candidates who wish their application to be acknowledged should enclose a stamped addressed postcard. Those who are to be notified when an appointment has been made should enclose a second stamped addressed envelope.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
AYLESBURY SCHOOL
Walton Road, Aylesbury
Head Teacher, G. A. Hill, M.A.
(1,050 boys and girls)
Required September:
TEACHER for MATHEMATICS (Scale 2) to teach mainly 'O' level work.
Application form (stamped addressed envelope) from Head Teacher.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS
CHILDS HILL BOYS' HIGH SCHOOL
Northcliffe Road, Thornton Heath
(Tel. 01-684 2181)
Telephone: 01-653 0901
Head: J. Johnson, M.A.
Vacancy: 1st September, 1976
Temporary full-time MATHEMATICS TEACHER to this comprehensive school of 1,000 boys aged 11 to 18 years until the end of January, 1977.
Salary: Burnham Scale 1, with London Area Allowances.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form and returnable to the Director of Education, Taberner House, Park Lane, Croydon, Surrey.

DEVON
(Ashburton Area)
HEATHFIELD SCHOOL
Cade Street, Heathfield
Required for Autumn, 1976 only, a temporary TEACHER (S.S.O.) to teach GEOGRAPHY up to 'A' level.
Applications forms from the Headmaster (stamped addressed envelope please).

DEVON
EXMOUTH COMMUNITY COLLEGE
Marpool Hill, Exmouth
(Mixed, 11-18, 1,200 on roll)
Required September, 1976, qualified TEACHER of MATHEMATICS to teach to 'O' and 'A' level. Applicants must be willing to take part in Dance/Drama or Olympic Gymnastics would be an advantage. (Scale 3).
Application forms from the Headmaster to whom they should be returned as soon as possible.

DORSET
WEYMOUTH SCHOOL
Fleetwood Avenue, Bournemouth
(1,000 on roll)
Required September, 1976, TEACHER for MATHEMATICS, Scale 2. Applicants with experience in mixed ability classes will be preferred. Temporary appointment considered. Assistance with removal and rent allowance may be available for suitable applicant.
Apply by letter to the Headmaster.

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens,
Hillingdon, UB10 9LA
(Number on roll 927—62 in Sixth Form)
Head Teacher, J. L. Stubbs, M.A.
Required for January, 1977, or September, 1977, to teach GCE and CSE work in this 11 to 18 Comprehensive School:
TEACHER of MATHEMATICS (Scale 2) to take responsibility for the mathematics throughout the school up to Sixth Form.
TEACHER of MATHEMATICS (Scale 1) to teach throughout the school.
Application forms (stamped addressed envelope) from the Headmaster. Applicants are asked to state whether they would be willing to take part in the Outdoor Pursuits Programme.
Application forms and full details from the Headmaster at the school.

LONDON
HACKNEY FREE AND PAROCHIAL SECONDARY SCHOOL
Parason Road, London E9 6NR
Church of England voluntary-aided comprehensive mixed school
Number on roll—780
Required for September: TEACHER of MATHEMATICS to join an active department. Established G.S.E. and G.C.E. 'O' level courses. Suitable post for a first appointment.
Application forms and full details from the Headmaster at the school.

LONDON, S.E.3
ERIC LIDDELL SCHOOL
Kidbrooke Park Road, SE3 9PX
Telephone: 01-856 0151
Developing Comprehensive, now in its Fifth Year
Required to
Required for September:
A MATHEMATICS SPECIALIST to teach balanced timetable in a well-equipped, exciting department. The new Oxford Comprehensive Mathematics course, catering for mixed ability teaching in the first two years, leads up to C.S.E. and 'O' level. The department has a computer terminal and links the 24 options in the fourth and fifth years. The school has a computer terminal.
Graduate (qualified before 1975) or primary trained mathematics specialists are welcome to apply.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICHARD HILLS HIGH SCHOOL
Cycle Way, Station Rd., Cheam SM2 7AS
(Headmaster: Mr. D. C. Giles, M.A.
(Age range: 13 to 18 years)
Required for the Autumn term, 1976, a temporary MATHEMATICS TEACHER in this mixed comprehensive high school to teach mathematics up to and including 'A' level.
London Allowance £402.
Application forms available from the Director of Education, Merton House, Station Road, Wimbledon, Surrey, to whom the forms should be returned by 16th August 1976.

METROPOLITAN BOROUGH OF STOCKPORT
Required for September, 1976
Reddish Vale Comprehensive School, Reddish Vale Road, Reddish.
TEACHER OF PHYSICS
(REF. 291/TES) SCALE 1
To teach in this 11-18 Comprehensive School a wide variety of courses including C.S.E., 'O' and 'A' level physics, to share in the Lower School combined science teaching and to teach integrated modular courses in the Upper School. This appointment is for 1 year only.
Davenport School, Highfield Close Buildings, Fred Avenue, Davenport.
TEACHER OF BOYS' PHYSICAL EDUCATION AND BIOLOGY
(REF. 292/TES) SCALE 1
Ability to teach boys' physical education and biology throughout the school.
Application forms from The Director of Education, Town Hall, Stockport (quoting reference) and return to the Headteacher by 18th August, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
RIDDULPH HIGH SCHOOL
(Conway Street, Riddulph)
Temporary Head: Hatfield
Required for September, 1976, or January, 1977, a TEACHER of MATHEMATICS to take charge of the department. An ability to teach mathematics throughout the 11-18 range is essential. Applicants should be willing to assist in the school community and be prepared to participate in the Outdoor Pursuits programme. Scale 2 post.
Application forms and further details from the Headmaster.

SUFFOLK
COUNTY COUNCIL
TOWER RAMPARTS SECONDARY SCHOOL
Tower Ramparts, Ipswich IP1 3DO
Required for September, 1976:
TEACHER of MATHEMATICS to teach throughout the 11-16 comprehensive school.
Application by letter giving age, qualifications, experience and date of birth of two referees to the Headmaster at the school as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
THORNES HOUSE SCHOOL
Doncaster Road, WF1 5QY
(Mixed 11-16 Comprehensive School with 1,400 pupils on roll)
Required for September, 1976 (or as soon as possible thereafter) TEACHER for MATHEMATICS.
Further details and application form from the Headmaster.

WARWICKSHIRE
EDUCATION COMMITTEE
NORTHERN DIVISION
BRIDLEY HIGH SCHOOL
Bridley Lane, Kingsbury
Temporary Head: Hatfield
Required for September, 1976, or January, 1977, a TEACHER of MATHEMATICS to take charge of the department. An ability to teach mathematics throughout the 11-18 range is essential. Applicants should be willing to assist in the school community and be prepared to participate in the Outdoor Pursuits programme. Scale 2 post.
Application forms and further details from the Headmaster.

WOKINGHAM
(Borough of)
EDUCATION DEPARTMENT
EMMBROOK SCHOOL
Emmbrook, Wokingham
(Mixed, 11-16, 1,000 on roll)
Required September, 1976, TEACHER of MATHEMATICS to teach throughout the school. Scale 2 offered for relevant experience.
Application forms from the Headmaster.

WOKINGHAM
(Borough of)
EDUCATION DEPARTMENT
EMMBROOK SCHOOL
Emmbrook, Wokingham
(Mixed, 11-16, 1,000 on roll)
Required September, 1976, TEACHER of MATHEMATICS to teach throughout the school. Scale 2 offered for relevant experience.
Application forms from the Headmaster.

Music

Scale 1 Posts

COVENTRY (City of)
BISHOPSGATE SECONDARY SCHOOL
Bishopsgate Road, Binley
Temporary Head: Hatfield
Required for September, 1976, to be responsible for teaching classical guitar throughout the school. Applicants should be prepared to take part in the Outdoor Pursuits programme and to assist with the school community. Scale 1 post.
Application forms and further details from the Headmaster.

DEVON
PLYMOUTH COUNTY SECONDARY SCHOOL
Moorland Road, Plympton
(Mixed, 11-16)
Required for a Temporary Assistant Teacher of Music from September, 1976, to end of July, 1977, to replace Mrs. Edwina Hughes during her maternity leave.
Duties will include class music throughout the school and instrumental tuition.
Application forms and further particulars from the Head of the Education Department.

DEVON
PLYMOUTH COUNTY SECONDARY SCHOOL
Moorland Road, Plympton
(Mixed, 11-16)
Required for a Temporary Assistant Teacher of Music from September, 1976, to end of July, 1977, to replace Mrs. Edwina Hughes during her maternity leave.
Duties will include class music throughout the school and instrumental tuition.
Application forms and further particulars from the Head of the Education Department.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ANLABY DIVISION
BRIDLINGTON AREA
Temporary Head: Hatfield
Required for September, 1976,

SECONDARY
Music
continued

RICHMOND UPON THAMES
(London Borough of)

ST. EDWARD THE CONFESSOR R.C. SCHOOL
Darell Road, Richmond, Surrey, TW10 6HF

Required for September, 1977, a SPECIALIST to specialise in TUBA throughout the school. The Governors seek a candidate able and willing to organise choral and orchestral work and competent to offer woodwind accompaniment on the piano

Forms from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headteacher at the school as soon as possible.

Physical Education

Other Posts on Scale 2 and above

HAMPSHIRE
SID-HANTS AREA

PLUMS is proud
New Alresford, Hampshire
to announce the birth
11 lb on [illegible]
1750 on [illegible]

ASSISTANT TEACHER in charge of Girls' Physical EDUCATION required January, 1977. Scale 2 plus. Graduate preferred. Applications will be considered.

Please write to the Head giving full particulars of age, the names and addresses of two other referees.

Assistance with removal expenses if approved case.

Scale 1 Posts

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

THE TRINITY, Controlled, Fanshawe Hall Road, Hertford
Telephone: Ware 3041

TEACHER required, September, 1976, for GIRLS' PHYSICAL EDUCATION and GENERAL SCIENCE to O level. Scale 1 and outer fringe allowance.

This is a mixed, four-form entry Catholic school, with modern buildings and good playing fields on the edge of the town.

Apply to the Headmaster, by detailed letter, including the names of two referees.

LINCOLNSHIRE
BOURNE COUNTY SECONDARY SCHOOL
Scale 1—Roll 556
Required for October, 1976, GRADUATE or QUALIFIED TEACHER of GIRLS' PHYSICAL EDUCATION (Games specialism).
Application forms obtainable from the Divisional Education Officer, Council Offices, Bircford Lines, Sleaford, Lincs. Closing date for receipt of completed application forms 20th August, 1976.
Applications to be published as soon as possible.

SOUTH GLAMORGAN
County of
Required for September, 1976, or January, 1977—
TYSTON DISTRICT HIGH SCHOOL
Cardiff
11-18 Comprehensive: seven-form entry
GIRLS' PHYSICAL EDUCATION and GAMES: Scale 1
To assist with the subject throughout the school. Some assistance with O level dancing but not essential. Social Priority Allowance available.
Application forms may be obtained from the Head Teacher, addressed envelope from the undersigned should be returned within 10 days of the appearance of this advertisement.
[illegible] Director of Education, Education Officer, Kingsway, Cardiff.

Religious Education

Scale 1 Posts

COVENTRY (City of)
STOKE PARK MIXED COMPREHENSIVE SCHOOL
Scale 1—Roll 556
Formerly a girls' grammar school. Mixed comprehensive as from September 1976. Second years in September 1977.
Required for September, 1976, RELIGIOUS EDUCATION (through-out the school) to O and A level, Scale 1
Salary fixing full details (age, qualifications, experience and previous posts) of any educational responsibilities held) to the Head, Dane Court, Coventry CV6 4GZ.

CUMBRIA
EDUCATION COMMITTEE
CONISTON AREA
Coniston
1 Junior/mixed + 13-16 Mixed (Roll 320)
Required for January, 1977, or earlier if possible, GIRLS' RELIGIOUS EDUCATION (Scale 1).
Application forms together with further details available from C. A. Longmore, Deputy Director of Education, North-East Division, Penrith Centre, Penrith, to return[illegible] to the Headmaster as soon as possible.

Science

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHEND AREA
BIGGIN HILL HIGH SCHOOL
Dunstable Road, Luton, LU4 8NW
Grammar/mixed 11-18 Girls/mixed
Required for January, 1977 a TEACHER of CHEMISTRY who can also teach GENERAL SCIENCE up to O.C.E. standard. Experience valuable.
Applied Science and Rural Science in addition to the normal Physics, Chemistry, Biology and Human Biology.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance can be recommended and may be possible.
Application forms obtainable from and returnable to the Headmistress at the school.

Scale 1 Posts

BARNET
(London Borough of)
CENTRAL HIGH SCHOOL
Edge Street, NW8 7HH. NW7 4LH
(Mixed comprehensive: 11 to 18)
Roll: 1293
Required for Autumn term, 1976 only, qualified SCIENCE TEACHER, Scale 1, to teach Chemistry to the middle and upper school and a little Physics in the middle school.
In appointed salary assistance may be fixed by way of payment at up to £[illegible] per year removal expenses and the payment of relocation allowances.
Apply to Headmistress giving full details of qualifications, experience and [illegible] and enclosing addressed envelope.

BERKSHIRE
DEDWORTH COUNTY SECONDARY SCHOOL
Smith's Lane, Windsor
Mixed 11-18 (Roll 1,000)
ASSISTANT TEACHER for CONSTRUCTIONAL SCIENCE (Lower School) and BIOLOGY to C.S.E. and O level to Upper School
Apply immediately to the Headmaster giving full details of qualifications, experience and names and addresses of two referees.

BERKSHIRE
MAIDEN ERLEIGH SCHOOL
Earley, Reading, Berks.
Required January, GRADUATE SCIENTIST to teach throughout the school.
Application forms and further details from the Headmaster, stamped addressed envelope. Teacher's quoting Ref. YSA 7705.

BRENT
(London Borough of)
KINGSBURY HIGH SCHOOL
Princes Avenue, NW9 9JR
(Roll 1,200 approx. 11-18 mixed comprehensive)
South Zone. Situated in very pleasant residential area.
Required from September or January, 1977—
TEACHER or PHYSICS to work with colleagues in a well equipped up-to-date Science Department. Candidates should be able to teach Physics to C.S.E. and O level. Ability to teach Combined Science to the Junior part of the school. Sixth form work available for suitable candidate. Scale 1 plus good prospects for promotion. London Allowance of £[illegible] per annum is payable and there is a scheme for assistance with removal expenses including boat fares etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School giving full qualifications, experience and references.

DEVON
SOUTHBAY SCHOOL
Hackling Avenue, Stonebay, Plymouth
Secondary Bilateral: 1,700 on Roll
ASSISTANT TEACHER OF CHEMISTRY required for January, 1977, or earlier if possible. Scale 1 and C.A.E. work all available for suitably qualified and experienced candidate. Some introductory duties may be allotted.
Application forms obtainable from the Headmaster, Mr. [illegible] B.Sc., to return[illegible] within 10 days of the appearance of this advertisement.

EAST SUSSEX
EASTBOURNE AREA
EASTBOURNE GRAMMAR SCHOOL
For 11-18 Boys (Roll 1,100)
Temporary TEACHER (Scale 2 to Sept. 1977) required for the Physics Department.
Application form (stamped addressed envelope, please) from the Education Officer, Town Hall, Grove Road, Eastbourne.

HAMPSHIRE
(PORTSMOUTH AREA)
PORTSMOUTH POLYTECHNIC
Mayfield Road, Portsmouth, Hants
Required for September, 1976, a SENIOR TECHNICIAN in Light Engineering Workshop. This is a new post and applications are invited from candidates with a good standard of practical workmanship and a flexible approach to the work. Experience of general workshop practice and the ability to offer Woodwork as a main subject is desirable. Some knowledge of Electronics would be useful. Candidates are required to submit a brief curriculum vitae and the names and addresses of two referees.
Application forms and further details may be obtained from the Personnel Officer, Polytechnic, Mayfield Road, Portsmouth, PO1 2DJ.

HAMPSHIRE
PORTSMOUTH AREA
THE CITY OF PORTSMOUTH ROYAL GRAMMAR SCHOOL
Guildhall Walk, Portsmouth, PO1 2RY
Required for September 1976: a TEACHER of PHYSICS (Scale 1) based on the Upper School (Sixth Form) and, if desired, some general science to the Lower School. Ability to take some responsibility for the development of Physics in the College and the association with Portsmouth Polytechnic.
Apply immediately to the Headmaster for further particulars of the post and for application forms, stating age, qualifications, experience and names and addresses of two referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required from September, 1976—
TEACHER of TECHNICAL DRAWING and SPECIALIST in CRAFTS to teach throughout the secondary school.
Application forms and further details from the Headmaster, stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
HEMEL HEMPSTEAD DIVISION
THE TOWNSWOOD SCHOOL, Redbourn, St. Albans
Mixed 11-18 (Roll 1,000)
Required for January, 1977, or earlier if possible, TEACHER of PHYSICS to O level and A level.
The School is housed in modern buildings on an attractive rural site in the Nickey Line village of Redbourn. Applications are invited from graduates with a good honours degree in Physics or in the College and the association with Portsmouth Polytechnic.
Further details and application forms from the Principal, Mr. [illegible] Lodge, Elm Street, Redbourn, Herts. [illegible].

HILLINGDON
(London Borough of)
RUISLIP HEAD COMPREHENSIVE SCHOOL
West Lane, near Breakspear Road, Ruislip
Mixed 11-18 (Roll 1,200)
1,950 students—mixed—40 in sixth form
Required: Teacher of Physics with Chemistry to O level
Teacher of Physics with Biology to O level
Teacher of Physics with Mathematics to O level
This is a new 6 form entry comprehensive school. It is situated on the crest of Ruislip Woods commanding excellent views to London. The buildings are modern, all on one site, and surrounded by playing fields of 30 acres. The school has a pastoral system of Year Tutors and Deputies and there are opportunities for participation in the Lower and Middle School. Further particulars and application forms from the Headmaster.

HILLINGDON
(London Borough of)
SWAKELEYS SCHOOL
Ickenham, Uxbridge
Mixed 11-18 (Roll 1,200)
Required for September, 1976, TEACHER of CHEMISTRY to O level and A level. Scale 1 plus.
Application forms from the Headmaster, Mr. [illegible] B.Sc.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION

CHATHAM—ALDERSHOT
ELIZABETHAN SCHOOL
Maidstone Avenue, Chatham
(Mixed 11-18)
Roll: 750

Required for September, 1976, January, 1977, either or both—
GIRLS' GAMES MISTRESS
TECHNICAL DRAWING
Graduate or qualified with good honours degree in subject. Scale 1 plus allowances.
Application forms from the Headmaster, Mr. [illegible] B.Sc.

LANCASHIRE
EDUCATION COMMITTEE
Closing date: August 13th, 1976.
For application form and detailed address envelope please write to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, quoting reference number otherwise stated.
Please further details and application forms returnable to the Principal, Mr. [illegible] Telephone 45735 (24 hrs.) to whom applications and forms should be sent.

SECONDARY SCHOOLS
SCALE 1 POST
OVER THE AGE OF 40 YEARS
C.E. Hall
Curlgate, Prestall, Buckley
September, 1976. Important one. Free of [illegible] and GENERAL SUBJECTS.

LONDON
ROMANY PRE and PANDORA SECONDARY SCHOOL
Pierrepoint Road, London W3 6BB
Children of [illegible] voluntary-aided Secondary School required for Sept. 1976—
TEACHER of PHYSICS with some [illegible] for full-time or part-time.
Application forms for GENERAL SUBJECTS with special responsibility for Humanities and Social Studies should be returned to the Headmistress, Miss [illegible] Head Teacher.

LONDON, S.E.3.
ST. JOSEPH'S ACADEMY
Blessington Road, Lee, London, S.E.13
Required for September 1st, 1976, a TEACHER for the new LANGUAGE LABORATORY.
Applications, giving full details of age, qualifications, experience and salary required, should be addressed to the Headmaster.

LONDON
(London Borough of)
ROYAL LIBERTY SCHOOL
Gidea Park, Romford, Essex
(Mixed 11-18 Comprehensive)
Roll: 1,750
Required from September, 1976, TEACHER of PHYSICS to O level and A level. Scale 1 plus allowances.
Application forms from the Headmaster, Mr. [illegible] B.Sc.

MANCHESTER
(City of)
EDUCATION COMMITTEE
LEVENSHULME HIGH SCHOOL
Mixed 11-18
Chesley Road,
Manchester 19 3DS
Seven-form entry girls' comprehensive (go to Sixth Form and mixed as from September, 1976)
Required from September, 1976—
TEACHER of BIOLOGY to O-Level/CSE standard
Applications should apply by letter to the Headmistress giving full details of qualifications, experience and [illegible] and enclosing addressed envelope.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
COUNTY HOUSE, PARK
COSTON SCHOOL, Brixworth
Mixed 11-18 (Roll 1,000)
Required for September, 1976, or as soon as possible thereafter, a TEACHER of PHYSICS to O level and A level. Sixth Form teaching will be available after two years. A little general science to first and second year pupils may be necessary. Some physics needed for new first year.
Boarding facility available
Apply Headmaster stamped addressed envelope.

SHROPSHIRE
NEW COLLEGE
Telford
Telford
PHYSICS
Applications for September, 1976, are invited from graduates in PHYSICS or ENGINEERING subjects for a one-year appointment in the staff of this apprentice training school. Sixth form work is available for suitable candidate. Scale 1 plus allowances including London allowance of £[illegible] per annum if applicable and there is a scheme for assistance with removal expenses including boat fares etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School giving full qualifications, experience and names and addresses of two referees.

WELTSHIRE
SHALDON SCHOOL
Chippenham
(Mixed 11-18)
(Roll: September, 1976, 1,200, mixed)
Reinvestment
Applications are invited from qualified GRADUATES to teach CHEMISTRY with GENERAL SCIENCE to the major stream, subject to be taught initially to O level. The person appointed willing to work with enthusiasm and initiative in a progressive faculty.
Scale 2 (post initial)
The school is in a splendid rural area within easy reach of Bath and Salisbury.
Letter of application to the Headmaster, Sheldon School, Chippenham, stating Local Authority, Scale and Allowance (if any) and enclosing the names, addresses and telephone numbers (where available) of two referees.

WILTSHIRE
SHALDON SCHOOL
Chippenham
(Mixed 11-18)
(Roll: September, 1976, 1,200, mixed)
Reinvestment
Applications are invited from qualified GRADUATES to teach CHEMISTRY with GENERAL SCIENCE to the major stream, subject to be taught initially to O level. The person appointed willing to work with enthusiasm and initiative in a progressive faculty.
Scale 2 (post initial)
The school is in a splendid rural area within easy reach of Bath and Salisbury.
Letter of application to the Headmaster, Sheldon School, Chippenham, stating Local Authority, Scale and Allowance (if any) and enclosing the names, addresses and telephone numbers (where available) of two referees.

Technical Studies

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following posts:
WHITCHURCH HIGH SCHOOL
Mixed 11-18 (Roll 1,200)
Required for September, TEACHER of WOODWORK for Mr. Simson and TECHNOLOGY for Mr. Simson and Mr. [illegible]
Scale 2 (Mr. [illegible] is now eligible for a new appointment to the post of Teacher who is to develop a wide range of experience, and a willingness to participate in extra-curricular activities is essential. Social Priority Allowance available.
Application forms and further details from the Director of Education, Civic Centre, Harrow, Middlesex HA1 2UH.

MANCHESTER
(City of)
EDUCATION COMMITTEE
LEVENSHULME HIGH SCHOOL
Mixed 11-18
Chesley Road,
Manchester 19 3DS
Seven-form entry girls' comprehensive (go to Sixth Form and mixed as from September, 1976)
Required from September, 1976—
TEACHER of BIOLOGY to O-Level/CSE standard
Applications should apply by letter to the Headmistress giving full details of qualifications, experience and [illegible] and enclosing addressed envelope.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
COUNTY HOUSE, PARK
COSTON SCHOOL, Brixworth
Mixed 11-18 (Roll 1,000)
Required for September, 1976, or as soon as possible thereafter, a TEACHER of PHYSICS to O level and A level. Sixth Form teaching will be available after two years. A little general science to first and second year pupils may be necessary. Some physics needed for new first year.
Boarding facility available
Apply Headmaster stamped addressed envelope.

SHROPSHIRE
NEW COLLEGE
Telford
Telford
PHYSICS
Applications for September, 1976, are invited from graduates in PHYSICS or ENGINEERING subjects for a one-year appointment in the staff of this apprentice training school. Sixth form work is available for suitable candidate. Scale 1 plus allowances including London allowance of £[illegible] per annum if applicable and there is a scheme for assistance with removal expenses including boat fares etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School giving full qualifications, experience and names and addresses of two referees.

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
SACKFIELD HOULSTONE
(Mixed 11-16)
Nanny Marr Road, Darfield
Mixed
(11 to 16 mixed comprehensive)
Roll: September, 1976, 1,200
Required for September—
TEACHER of CRAFT/WORK
Scale 1
To work in Creative Studies Department catering for both boys and girls. Ability to use wide range of materials desirable.
Apply by letter to the Head Teacher immediately giving full curriculum vitae and two referees.

BEXLEY
(London Borough of)
HOLY TRINITY SCHOOL
Avenue Road, Erith, Kent
(Secondary, Erith Area)
TEACHING of WOODWORK for September, 1976, to teach courses to all examinations to 'O' level. Some knowledge of metalwork would be an advantage but not essential.
Scale 1
Letter of application to the Headmaster, Holy Trinity School, Barnfield Avenue, Kingsdown, Kent, DA2 6AT, telephone Swanley (0322) 66271 (answering service) by 20th August, 1976.

BRENT
(London Borough of)
HIGH ROAD SCHOOL
Willesden, NW10 2SN
(Mixed 11-16 Comprehensive: 750 on Roll)
Required from September or January, 1977—
TEACHER of TECHNICAL DRAWING to CSE and O level
Scale 1
Applications are invited from suitably qualified TEACHERS for the following posts:
WHITCHURCH HIGH SCHOOL
Mixed 11-18 (Roll 1,200)
Required for September, TEACHER of MATHEMATICS with some [illegible] Mathematics to [illegible] Mr. Simson and TECHNOLOGY for Mr. Simson and Mr. [illegible]
Scale 1 (Mr. [illegible] is now eligible for a new appointment to the post of Teacher who is to develop a wide range of experience, and a willingness to participate in extra-curricular activities is essential. Social Priority Allowance available.
Application forms and further details from the Director of Education, Civic Centre, Harrow, Middlesex HA1 2UH.

BRENT
(London Borough of)
Mid Rd. Rd. Rd.
HIGH SCHOOL
Dudden Hill Lane, NW10 1SN
(Mixed 11-16 Comprehensive: 750 on Roll)
Required from September or January, 1977—
TEACHER of TECHNICAL DRAWING to CSE and O level
Scale 1
Applications are invited from suitably qualified TEACHERS for the following posts:
WHITCHURCH HIGH SCHOOL
Mixed 11-18 (Roll 1,200)
Required for September, TEACHER of MATHEMATICS with some [illegible] Mathematics to [illegible] Mr. Simson and TECHNOLOGY for Mr. Simson and Mr. [illegible]
Scale 1 (Mr. [illegible] is now eligible for a new appointment to the post of Teacher who is to develop a wide range of experience, and a willingness to participate in extra-curricular activities is essential. Social Priority Allowance available.
Application forms and further details from the Director of Education, Civic Centre, Harrow, Middlesex HA1 2UH.

DUDLEY
METROPOLITAN BOROUGH
THE PARISH SECONDARY SCHOOL
Turret Green, Dudley
Wychbury (11-16 Mixed Comprehensive: Roll on roll)

Required from September, 1976, TEACHER of MATHEMATICS with some [illegible] Mathematics to [illegible] Mr. Simson and TECHNOLOGY for Mr. Simson and Mr. [illegible]
Scale 1 (Mr. [illegible] is now eligible for a new appointment to the post of Teacher who is to develop a wide range of experience, and a willingness to participate in extra-curricular activities is essential. Social Priority Allowance available.
Application forms and further details from the Director of Education, Civic Centre, Harrow, Middlesex HA1 2UH.

ESSEX
COUNTY COUNCIL
NETTLESWELL COMPREHENSIVE SCHOOL
(Mixed 11-16)
The Hides, Harlow
Tel: Harlow 34793

Required for January, 1977, or September, a TEACHER of WOODWORK, METALWORK and TECHNICAL DRAWING in this 11-16 mixed comprehensive. Any suitable new entrant, but would be especially suitable for suitably qualified and experienced teacher seeking promotion. Fringe Allowance £[illegible] payable.
Application forms and further particulars from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
SOUTHAMPTON AREA
HAMPTON PARK SCHOOL
Sheffield Road, Southampton
(13-16 Mixed Comprehensive)

Required for September or January, 1977, a GRADUATE (or equivalent) capable of teaching Mathematics and Technical Drawing to C.S.E. and O level.
Scale 1
Above scale payment is available. Applications are also invited for the post of [illegible] Assistant Teacher.
Forms of application with [illegible] two educational referees, as soon as possible to the Headmaster at the school.

HAMPSHIRE
SOUTHAMPTON AREA
BITTERNE WARREN SCHOOL
Warren Crescent, Southampton
ROI 8AJ
(12 to 16 Mixed Comprehensive—700 on roll)

Required for September or January, CHIEF ENGLISH Scale 3 post available for suitably experienced and qualified teacher. Responsibility for the Technical Studies [illegible] Subjects of application giving details of [illegible] and [illegible] together with [illegible] to The Headmaster, Bitterne Warren School, Warren Crescent, Southampton SO2 4NE [illegible] Education Officer for Schools, Town Hall, Civic Centre, Portland Terrace, Southampton SO9 4XE.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE ROYAL LIBERTY SCHOOL
Gidea Park, Romford, Essex
(Mixed 11-18 Comprehensive: 1,750 on roll)
Required from September, 1976, or January, 1977, for Head of Technical Studies Department
Scale 3 (Responsibility for Craft, Design and Technology, Technical Drawing and Liberal Studies)
Applications are invited from suitably qualified and experienced teachers with a good honours degree in subject. Scale 3 post. Responsibility for the development of Craft, Design and Technology throughout the school. Liberal Studies taught to all sixth form pupils but is not [illegible] post.
The School is accommodated in modern buildings with good facilities and situated in rural surroundings but within easy reach of Romford. Removal expenses up to £[illegible] payable in approved cases and [illegible] housing allowance for married teachers unable to find immediate accommodation.
Application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury HP20 1UH.

DEVON
FORD COUNTY SECONDARY SCHOOL
Mr. Cleveland, Ford, Plymouth
(600 on roll) (mixed)
Required, experienced TEACHER of MATHEMATICS, from September, 1976, to teach throughout the school. Scale 1 plus allowances.
Application forms from the Headmaster, Mr. [illegible] B.Sc.

ESSEX
COUNTY COUNCIL
NETTLESWELL COMPREHENSIVE SCHOOL
(Mixed 11-16)
The Hides, Harlow
Tel: Harlow 34793

Required for January 1977, or September, a TEACHER of WOODWORK, METALWORK and TECHNICAL DRAWING in this 11-16 mixed comprehensive. Any suitable new entrant, but would be especially suitable for suitably qualified and experienced teacher seeking promotion. Fringe Allowance £[illegible] payable.
Application forms and further particulars from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
SOUTHAMPTON AREA
HAMPTON PARK SCHOOL
Sheffield Road, Southampton
(13-16 Mixed Comprehensive)

Required for September or January, 1977, a GRADUATE (or equivalent) capable of teaching Mathematics and Technical Drawing to C.S.E. and O level.
Scale 1
Above scale payment is available. Applications are also invited for the post of [illegible] Assistant Teacher.
Forms of application with [illegible] two educational referees, as soon as possible to the Headmaster at the school.

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
CADDESDON C.E. SECONDARY SCHOOL
Waddesdon, Aylesbury
Headteacher: M. J. Christopher
(Staff: 300 mixed)
Scale 2 (+ [illegible] allowance)
Scale 2i (+ [illegible] allowance)
Required for January, 1977, or as soon as possible thereafter, HEAD OF PHYSICS COURSE, to work in close liaison with colleagues in the [illegible] of integrated science courses. This is an interesting luxury with together in a co-operative way to produce practical rather than a theoretical course. It is planning especially for groups of 12 to 15 less able pupils but is not [illegible] with a financial teaching post.
The School is accommodated in modern buildings with good facilities and situated in rural surroundings but within easy reach of Aylesbury.
Removal expenses up to £[illegible] payable in approved cases and [illegible] housing allowance for married teachers unable to find immediate accommodation.
Application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury HP20 1UH.

DEVON
FORD COUNTY SECONDARY SCHOOL
Mr. Cleveland, Ford, Plymouth
(600 on roll) (mixed)
Required, experienced TEACHER of MATHEMATICS, from September, 1976, to teach throughout the school. Scale 1 plus allowances.
Application forms from the Headmaster, Mr. [illegible] B.Sc.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDWICH SCHOOL
Bentley Avenue, Walsall
(Mixed 11-16 Comprehensive)
Roll: 1,000
Applications are invited for the above post, vacant from 1st September, 1976, at this purpose built community comprehensive school. The successful applicant will be responsible, through the Director of Studies, for community activities in the Head Teacher for the development of the community education programme.
Further details and application forms available from the Head Teacher, Mr. E. M. Higgins at the school.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
C. F. MILLS COMPREHENSIVE SCHOOL
Harehill Road, Bloxwich, Walsall
(Mixed 11-16 Comprehensive: 1,000)
Applications are invited for the above post which falls vacant on 1st September, 1976.
The person appointed will be responsible to the Head Teacher for the development of community activities in this large (11-16) 4 form entry comprehensive. The post is ranked as a senior Head of Department within the school organization.
Application forms and further particulars are available from the Head Teacher, Mr. J. Bell, at the school.

Other than by Subject Classification

Heads of Department

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford
(11 to 16 Comprehensive: 1,150 boys and girls)

Permanent appointments from 1st January, 1977—
HEAD of MUSIC (SCALE 3)
HEAD of ART DEPARTMENT (Scale 3)
Application forms from the Head Teacher to whom completed applications should be returned as soon as possible. Please send stamped addressed envelope.

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford
(11 to 16 Comprehensive: 1,150 boys and girls)

Temporary appointments from September, 1976, to 31st December, 1977—
HEAD of MATHEMATICS DEPARTMENT (Scale 3)
Applications are invited for the above post, which is available from September, 1976, for one year only.
Further details and application forms available from the Head Teacher, Mr. E. M. Higgins at the school.

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford
(11 to 16 Comprehensive: 1,150 boys and girls)

Temporary appointments from September, 1976, to 31st December, 1977—
HEAD of MATHEMATICS DEPARTMENT (Scale 3)
Applications are invited for the above post, which is available from September, 1976, for one year only.
Further details and application forms available from the Head Teacher, Mr. E. M. Higgins at the school.

TAMESIDE
(Metropolitan Borough)
COPLEY COUNTY COMPREHENSIVE SCHOOL
Copley, Stalybridge
This is a new purpose-built comprehensive school which is to be opened in September, 1976.

The person appointed will be responsible to the Head Teacher for the development of community activities in this large (11-18) 4 form entry comprehensive. The post is ranked as a senior Head of Department within the school organization.

Applications are invited for the following posts:
HEAD of MATHEMATICS
Scale 3 (HOD/[illegible] Scale 3 plus [illegible] allowance)
HEAD of ART
Scale 3 (HOD/[illegible] Scale 3 plus [illegible] allowance)
Application forms from the Director of Education, Tameside County Secondary Schools Office, Wellington Street, Ashton-under-Lyne, Lancs. Tel. 061-339 7831.

Appointments in Scotland

DUMFRIES AND GALLOWAY
REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified persons for the undernoted post—

MAXWELTOWN HIGH SCHOOL

TEACHER of MUSIC

Maxwelltown High School is a four-year secondary school with a roll of approximately 930.

STRANRAER ACADEMY

TEACHER of MUSIC: Scale 2

Stranraer Academy is a four-year secondary school with a roll of approximately 1,000.

Application forms for the above posts may be obtained from the Director of Education, Regional Headquarters, Dumfries, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford
(11 to 16 Comprehensive: 1,150 boys and girls)

Temporary appointments from September, 1976, to 31st December, 1977—
HEAD of MATHEMATICS DEPARTMENT (Scale 3)
Applications are invited for the above post, which is available from September, 1976, for one year only.
Further details and application forms available from the Head Teacher, Mr. E. M. Higgins at the school.

'The fact is we're just learning more and more about less and less'
~sixth form student

Is specialisation one of the major problems of post-16 education in Britain today?

That's one of the questions answered by THE 16-PLUS INQUIRY – a national survey of teenagers and their teachers that's extremely revealing about current attitudes and future trends.

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THE TIMES
Educational Supplement

Sixth Form and Tertiary Colleges

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
SOUTH EAST ESSEX SIXTH FORM COLLEGE
Roll For All-ability Students)
Hamnyside Lane, Thundersley, Essex
Tel. Sonna Benfleet (05745)

TUTOR IN HISTORY

Required to join a well-established History Department. Applicants should be graduates with a good honours degree in History or a related subject. Possible Scale 2 post for experienced teacher, but non-graduates from any approach to the profession are welcome.

The post advertised is from the Principal, Telephone 45735 (24 hrs.) to whom applications and forms should be sent.

Scale 1 Posts

SHROPSHIRE
NEW COLLEGE
Telford
Vacancy for GRADUATE in PHYSICS/ENGINEERING—See Under SECONDARY SCHOOLS Section.

SURREY
EPSOM AND EWELL COLLEGE
Ewell Road, Epsom, Surrey
(Sixth Form College, Mixed, 900)
GRADUATE invited to apply for Scale 1 post: PHYSICS, mainly to C.S.E. level, for one year, post held on secondment.
Apply immediately with full curriculum vitae, stating names of two referees to Principal, Godalming 25520.

Special Education

Deputy Headships Senior Masters/ Mistresses

DORSET
SAINT FRANCIS SCHOOL FOR BOYS
Hooke, Beaminster, Dorset
DH8 3NY
DEPUTY HEAD TEACHER required for this young, but successful, 7-17 maladjusted boys' school. To be responsible for the day-to-day running of the school, with particular reference to the pastoral care of the boys. Experience of working with maladjusted boys essential. Salary will be in accordance with Burnham Scale, Group 4 (8), with allowance for the 24 hour responsibilities. This is a resident post, and charge of a house is involved. Board and lodging in the accommodation provided is of a high standard, comfortable and well-appointed with central heating. Assessment for the annual rent of £[illegible]. Candidates should be experienced in this type of work and personal sympathy with boys is essential. Applicants with a social work qualification is desirable.
Further details and application forms can be obtained from the Headmaster.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
OAK BANK SCHOOL
Sandy Lane, Leighton Linslade
Required for January, 1977, a LEARNING DISABILITIES TEACHER to take charge of a unit for 12 pupils with moderate learning difficulties. Experience of working with children with specific learning difficulties is essential. Scale 2 plus allowance.
Further details and application forms available from the Head Master of the school.

CAMBRIDGESHIRE
PETERBOROUGH AREA
PHYSICALLY HANDICAPPED
SCHOOL
DUTTON HALL SPECIAL SCHOOL
Dema Lane, Glinsville, Peterborough
Tel. 2010
Telephone: Peterborough 231212
(Roll 50)
Required for September, 1976, or as soon as possible thereafter, An experienced and sympathetic TEACHER to develop a unit for children of pre-school and primary school age with severe Physical Handicap, Nursery/Primary Experience desirable. Diploma in Special Education would be an advantage.
Suitable applicant will be accommodated on Scale 3 plus Special Responsibility allowance.
There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Closing date, 17th August, 1976.
[illegible] TEACHER required for January, 1977, or earlier if possible.
Teacher/therapist or Nurse qualified with [illegible] considered.
Applications are invited from suitably qualified and experienced persons to join a small pastoral team working with children who have learning difficulties.
Scale 3 post.
For both posts there is a possibility of housing in appropriate cases and the Authority will assist with removal expenses.
Further details and application forms are available from the Senior Area Education Officer, Fourth Floor, City Road, Peterborough, PE1 1TD. Completed forms should be returned as soon as possible to the Head Teacher.

DEVON
Independent Boarding Special School for girls aged between 13 and 16 years now growing to 15 years. Requires resident teaching staff to work with children with social and emotional difficulties in small groups. Graduate teachers with experience and interest in Remedial Education. Duties to commence in September. Letter of application to the Principal, Miss [illegible] Ashburton, Devon.

DORSET
Independent Boarding Special School for girls aged between 13 and 16 years now growing to 15 years. Requires resident teaching staff to work with children with social and emotional difficulties in small groups. Graduate teachers with experience and interest in Remedial Education. Duties to commence in September. Letter of application to the Principal, Miss [illegible] Ashburton, Devon.

DORSET
SAINT FRANCIS SCHOOL FOR BOYS
Hooke, Beaminster, Dorset
DH8 3NY
DEPUTY HEAD TEACHER required for this young, but successful, 7-17 maladjusted boys' school. To be responsible for the day-to-day running of the school, with particular reference to the pastoral care of the boys. Experience of working with maladjusted boys essential. Salary will be in accordance with Burnham Scale, Group 4 (8), with allowance for the 24 hour responsibilities. This is a resident post, and charge of a house is involved. Board and lodging in the accommodation provided is of a high standard, comfortable and well-appointed with central heating. Assessment for the annual rent of £[illegible]. Candidates should be experienced in this type of work and personal sympathy with boys is essential. Applicants with a social work qualification is desirable.
Further details and application forms can be obtained from the Headmaster.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
OAK BANK SCHOOL
Sandy Lane, Leighton Linslade
Required for January, 1977, a LEARNING DISABILITIES TEACHER to take charge of a unit for 12 pupils with moderate learning difficulties. Experience of working with children with specific learning difficulties is essential. Scale 2 plus allowance.
Further details and application forms available from the Head Master of the school.

CAMBRIDGESHIRE
PETERBOROUGH AREA
PHYSICALLY HANDICAPPED
SCHOOL
DUTTON HALL SPECIAL SCHOOL
Dema Lane, Glinsville, Peterborough
Tel. 2010
Telephone: Peterborough 231212
(Roll 50)
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Suitable applicant will be accommodated on Scale 3 plus Special Responsibility allowance.
There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Closing date, 17th August, 1976.
[illegible] TEACHER required for January, 1977, or earlier if possible.
Teacher/therapist or Nurse qualified with [illegible] considered.
Applications are invited from suitably qualified and experienced persons to join a small pastoral team working with children who have learning difficulties.
Scale 3 post.
For both posts there is a possibility of housing in appropriate cases and the Authority will assist with removal expenses.
Further details and application forms are available from the Senior Area Education Officer, Fourth Floor, City Road, Peterborough, PE1 1TD. Completed forms should be returned as soon as possible to the Head Teacher.

KIRKLEES
METROPOLITAN COUNCIL
BIRKENSHAW COMMUNITY EDUCATIONAL SERVICES
Required for September, 1976, or as soon as possible thereafter, TEACHER of the DEAF. Scale 2 to 3 according to qualifications and experience.
TEACHER of the DE

INDEPENDENT
Pastoral
continued

SOMERSET
BRYMORE SCHOOL FOR BOYS
Sunny Hill, Bruton, Somerset
BA10 0ES
Four Boarding Houses
Needed for September 1976, TWO resident HOUSE MASTERS or ASSISTANT HOUSEMISTRESSES. No nursing duties. Excellent accommodation. Salary according to Burnham Scale.
Full applications, stating qualifications and experience, to the Headmaster.

CHANNEL ISLANDS
HOUGHTOWN COLLEGE
St Helier, C.I.
Co-educational day school)
TEACHER required for September, 1976, to take PHYSICS and MATHS to G.C.E. 'O' level.
Accommodation available.
Apply in writing to Headmaster.

HAMPSHIRE
ST. BENEDICT'S CONVENT
Poplar Lodge, Andover, SP11 0RD
Independent Boarding and Day School for Girls
TEACHER required, able to combine PHYSICS or CHEMISTRY or BIOLOGY with GENERAL SCIENCE. Ability to teach MATHEMATICS to 'O' level an advantage.
Apply with details of experience and qualifications, naming two referees, to the Head Teacher.

LONDON
MODERN TUTORIAL COLLEGE
Sidcup Place, Sidcup, DA14 4AA
Tel 01-309 1369
A full-time graduate TEACHER is required to teach MATHEMATICS to G.C.E. 'O' and 'A' level and PHYSICS at 'O' level from September 1976.
Please telephone or write to the Principal for details.

LONDON
Modern independent senior girls' school requires immediately full or part time QUALIFIED TEACHER for MATHS/SCIENCE/HISTORY.
Please write to Box 4255, Times Educational Supplement, 10 Stratford Place, London, W.1A 1BN or telephone 01-499 3212 ext. 10.

IMPORTANT REMINDER
SEX
DISCRIMINATION ACT
December 29 1975
No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on grounds of sex (e.g. by inviting applications only from males or only from females) may be accepted, unless
(1) the job is for the purpose of a private householder or
(2) it is in a business employing less than six persons or
(3) it is otherwise excepted from the requirements of the Sex Discrimination Act
A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

Physical Education

FIFE
ST. LEONARDS SCHOOL
St. Andrews
Required in September, 1976, GAMES MISTRESS for two hours a day afternoons and two evenings including Saturday. Lacrosse essential.
Please apply to the Headmistress with the names of two referees.

Science

HAMPSHIRE
Non-Polarised
New co-educational day school requires for September enthusiastic graduate TEACHER of PHYSICS and MATHEMATICS. This is a challenging post for which someone with vision, drive and imagination is wanted. Willingness to help with boys games essential.
Apply at once to the Headmistress, Dr. Dicken, Park Prewett, Prewett Hospital, Basingstoke, Hants RG24 8UN, giving the names of two referees.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford, Middlesex, TW15 3DZ
Required January 1977: a GRADUATE and QUALIFIED ASSISTANT TEACHER to teach, part time, both PHYSICS and CHEMISTRY to G.C.E. level at least. Possibility of some Advanced Level work later for suitable applicant.
Apply as soon as possible with full details to the Headmistress giving the names of two referees.

Other than by Subject Classification

BRISTOL
AVONHURST SCHOOL
Clifton Down, BS8 3BG
Required in September, qualified TEACHER to teach ENGLISH to 'O' level with some junior FRENCH. Willingness to take part in full curriculum activities essential. Salary according to Burnham Scale with allowances.
Apply to the Headmaster with details of two referees.

CHANNEL ISLANDS
HOUGHTOWN COLLEGE
St Helier, C.I.
(Co-educational day school)
TEACHER required for September, 1976, to take PHYSICS and MATHS to 'O' level.
Accommodation available.
Apply in writing to Headmaster.

HAMPSHIRE
ST. BENEDICT'S CONVENT
Poplar Lodge, Andover, SP11 0RD
Independent Boarding and Day School for Girls
TEACHER required, able to combine PHYSICS or CHEMISTRY or BIOLOGY with GENERAL SCIENCE. Ability to teach MATHEMATICS to 'O' level an advantage.
Apply with details of experience and qualifications, naming two referees, to the Head Teacher.

LONDON
MODERN TUTORIAL COLLEGE
Sidcup Place, Sidcup, DA14 4AA
Tel 01-309 1369
A full-time graduate TEACHER is required to teach MATHEMATICS to G.C.E. 'O' and 'A' level and PHYSICS at 'O' level from September 1976.
Please telephone or write to the Principal for details.

LONDON
Modern independent senior girls' school requires immediately full or part time QUALIFIED TEACHER for MATHS/SCIENCE/HISTORY.
Please write to Box 4255, Times Educational Supplement, 10 Stratford Place, London, W.1A 1BN or telephone 01-499 3212 ext. 10.

MANCHESTER
KING DAVID SCHOOLS
Applications are invited from persons who have successfully completed their teaching practice and who wish to be considered for appointment to the Hebrew Studies Department at the above schools.
Salary according to Burnham Scale.
Full applicants requiring additional training in Jewish subjects should write in confidence in first instance to the Principal, Manchester Jewish Grammar School for Boys, Bury New Road, Prestwich, Manchester, M25 8LA.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 2BH
Telephone 01-734 0162
are seeking well-qualified experienced School Teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

REQUIRED for September, 1976, TUTOR to teach to Advanced level in MATHS/ECONOMICS/PHYSICS/CHEMISTRY/BIOLOGY to Cambridge candidate. Please apply in the first instance to Box 4256, Government Supernumerary.

LONDON, S.W.19
FRENCH TEACHER required September. Temporary Post. Boys aged 8-13. Burnham Scale: Maximum London Allowance: Superannuation. Free Meals: Average size of Class 25.
Apply Headmaster, Wimbledon College Preparatory School, 30 Ridge Hill, Wimbledon, S.W.19. Tel. 946 9008.

WOKINGHAM
HOLME GRANGE SCHOOL
Required in September, a GRADUATE TEACHER with a good honours degree in MATHEMATICS, for a group of nine to 10-year-old boys. Salary scale (Burnham), Government Superannuation.
Please apply fully, with references, to Mrs. John Rosker.

LONDON, NW1
NORTH BRIDGE HOUSE
PREPARATORY SCHOOL
Regents Park
Required in September a GRADUATE qualified to teach French. Also required in September, a qualified mathematics teacher.
Apply in writing giving full details, names of two referees to: The Secretary, North Bridge House Schools, 4 Gloucester Gate, London, N.W.1.

LONDON, W.2
CONDUCTIVAL PREPARATORY SCHOOL
(5 to 11 years)
Required young TEACHER with at least one year's experience for class of 9 to 10 year olds. Games: Netball, Soccer, Rounders, Football, to commence September.
Apply in writing with curriculum vitae and names of two referees to Mrs. Hall, Principal, Conductive School, 27 Devonshire Square, W.2. Telephone: 01-998 8636.

SURREY
COLLINGWOOD BOYS' SCHOOL
Springfield Road, Wilmington
(Independent preparatory school of 205 boys)
Required in September, 1976, TEACHER for subjects to fill vacancies in GENERAL SUBJECTS and RELIGIOUS KNOWLEDGE.
Burnham Scale
Salary Assistant Master/Mistress Scale, and Pension Scheme Available.
Please apply to Principal as above address.

SUTTON COLDFIELD
CHETWYND HOUSE SCHOOL
(BOYS)
TUTOR up to Common Entrance Standard required September. Interest in Scouting essential. Willingness to help with games. Non-resident post. Salary Scale 'A' Burnham. Write to Headmaster, Chetwynd House School, Sutton Coldfield.

Preparatory Schools

Headships

SURREY
SHUNTHURST SCHOOL
Tadworth, Surrey
Appointment of HEAD TEACHER
The Governors invite applications for the Headship of the above school, made vacant by the retirement of the present Teacher. The school is a recognised Preparatory School for Pre-Preparatory department. The school, which is fully boarding, is administered as a Charitable Trust.
The successful candidate will be appointed with the idea that his appointment on either 1st January 1977 or 1st April, 1977. Full details of the appointment may be obtained from the Secretary at the address below.
Four copies of applications with detailed curricula vitae together with the names of two referees should be addressed to the Secretary, and should arrive before 30th September, 1976.

Deputy Headships
Senior Masters/Mistresses

LONDON
Recognised independent infants and junior school requires immediately or January 1977, Stamford Hill, London, N.16, starting details of past experience etc.

By Subject Classification

Classics

BUCKINGHAMSHIRE
Qualified TEACHER required for LATIN and GREEK to G.S.E. standard for September, 1976 or January, 1977. Single or married accommodation available. Willingness to take a full part in the life of the school essential. Salary Swansourne Scale. Government Superannuation.
Apply in writing with curriculum vitae and names, addresses and telephone numbers of two referees to Headmaster: Swansourne House School, Shenleybury, Milton Keynes, Bucks MK17 0HZ.

Mathematics

YORK
THE MINSTER SONG SCHOOL
(A 7 to 13 day school of 60 boys)
Has Choristers' Scholarships available in September examined in March. MASTER IN CHARGE OF MATHS AND SCIENCE required September 1976, and to help with games. Non-Resident. Burnham Scale. Government Superannuation.
Write to the Head Master giving the names, addresses and telephone numbers of two referees, one of whom must be your present employer.

Modern Languages

HAMPSHIRE
Senior qualified TEACHER required in January, 1977, in LARGE School in Hampshire to teach FRENCH to G.C.E. and C.S.E. level with some GERMAN. Ability to teach cricket, rugger and soccer almost essential and games-playing aptitude a real advantage.
Bachelor accommodation available and 3 terms' notice required by successful applicant. Willingness to participate in the full life of the school is vital.
Please apply in writing, giving curriculum vitae and the names and addresses of two referees to the Headmaster Norman School, West Tisbury, Salisbury SP3 5HH.

KENT
BETTESHANGER SCHOOL
Deal, Kent, CT14 0NW
Tel. Sandwich 2127
(Mixed, boarding and day, I.A.P.S., Assoc. A.T.C.D. 80 boys, 40 girls)
Required for September, 1976, a young, qualified, preferably experienced TEACHER wishing to join fully in the work and life of an outgoing community, to take charge of FRENCH up to Public School Scholarship level. Split Classes in use: Longman Extra-curricular interests, willingness to help coach sports (e.g., rugby, cricket) and musical calls are welcomed. Conditions of the post. Accommodation available for single person and duties. Burnham Scale 1. D.E.S. Superannuation.
Apply with full curriculum vitae and two references to the Headmaster.

LONDON, S.W.19
FRENCH TEACHER required September. Temporary Post. Boys aged 8-13. Burnham Scale: Maximum London Allowance: Superannuation. Free Meals: Average size of Class 25.
Apply Headmaster, Wimbledon College Preparatory School, 30 Ridge Hill, Wimbledon, S.W.19. Tel. 946 9008.

WOKINGHAM
HOLME GRANGE SCHOOL
Required in September, a GRADUATE TEACHER with a good honours degree in MATHEMATICS, for a group of nine to 10-year-old boys. Salary scale (Burnham), Government Superannuation.
Please apply fully, with references, to Mrs. John Rosker.

LONDON, NW1
NORTH BRIDGE HOUSE
PREPARATORY SCHOOL
Regents Park
Required in September a GRADUATE qualified to teach French. Also required in September, a qualified mathematics teacher.
Apply in writing giving full details, names of two referees to: The Secretary, North Bridge House Schools, 4 Gloucester Gate, London, N.W.1.

LONDON, W.2
CONDUCTIVAL PREPARATORY SCHOOL
(5 to 11 years)
Required young TEACHER with at least one year's experience for class of 9 to 10 year olds. Games: Netball, Soccer, Rounders, Football, to commence September.
Apply in writing with curriculum vitae and names of two referees to Mrs. Hall, Principal, Conductive School, 27 Devonshire Square, W.2. Telephone: 01-998 8636.

SURREY
COLLINGWOOD BOYS' SCHOOL
Springfield Road, Wilmington
(Independent preparatory school of 205 boys)
Required in September, 1976, TEACHER for subjects to fill vacancies in GENERAL SUBJECTS and RELIGIOUS KNOWLEDGE.
Burnham Scale
Salary Assistant Master/Mistress Scale, and Pension Scheme Available.
Please apply to Principal as above address.

SUTTON COLDFIELD
CHETWYND HOUSE SCHOOL
(BOYS)
TUTOR up to Common Entrance Standard required September. Interest in Scouting essential. Willingness to help with games. Non-resident post. Salary Scale 'A' Burnham. Write to Headmaster, Chetwynd House School, Sutton Coldfield.

Science

NORTHAMPTONSHIRE
SHARTON HALL SCHOOL
(I.A.P.S.)
Required for January, 1977, experienced TEACHER (25) to take charge of SCIENCE Department up to C.E. and I.S.S. standard.
Ability to coach sport essential. Married or single accommodation available.
Burnham Scale.
Apply with names of two referees to Geoff Hawkins, Sharton Hall School, Duration NN6 8HH.

SUSSEX
Headmaster of Recognised Coaching Establishing School requires in September, ASSISTANT to teach Common Entrance SCIENCE.
The post is resident and may suit a school-leaver joining university in 1977. Short Headmaster, Broom Lane, Hailsham, Hastings, Sussex BN27 3LT.

Other than by Subject Classification

DORSET
KNIGHTON HOUSE
Blandford
(A.I.S.M.P.S. preparatory school in Dorset)
TEACHER OF GENERAL SUBJECTS, with academic ability, interested in the teaching of MATHEMATICS, for a group of nine to 10-year-old boys, required September, 1976. Studen ship also to family principal if resident post. School's own salary scale (not less than Burnham), Government Superannuation.
Please apply fully, with references, to Mrs. John Rosker.

LONDON, NW1
NORTH BRIDGE HOUSE
PREPARATORY SCHOOL
Regents Park
Required in September a GRADUATE qualified to teach French. Also required in September, a qualified mathematics teacher.
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LONDON, W.2
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(Independent preparatory school of 205 boys)
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Burnham Scale
Salary Assistant Master/Mistress Scale, and Pension Scheme Available.
Please apply to Principal as above address.

SUTTON COLDFIELD
CHETWYND HOUSE SCHOOL
(BOYS)
TUTOR up to Common Entrance Standard required September. Interest in Scouting essential. Willingness to help with games. Non-resident post. Salary Scale 'A' Burnham. Write to Headmaster, Chetwynd House School, Sutton Coldfield.

EXPERIENCED TEACHER required for Junior Girls' School for Boarders/day, Stranraer and Ireland area. Phone 800 8614.

TEACHER WANTED for September by sole Nursery Prep. School, to-part in Games and/or French are-ferred. Write Box T 2761, The Times, W.C.1X 8EZ.

Colleges of Further Education

CLEVELAND
(County of)
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Applications are invited for the following teaching post

COMPUTING STUDIES
LECTURER I in COMPUTER STUDIES.
Candidates should have commercial and/or industrial experience of work with computers, such as Data processing or programming. Ideally, candidates will have 'A' level computer and two to three years' experience.
Appropriate qualifications and experience considered.
Duties to commence on 1st September or as soon after as possible.
Removal expenses may be payable in an approved case.
Further details and application forms are obtainable from the Principal, Cleveland Further Education, Stockton Street, Hartlepool, Cleveland.
Closing date: 14 days after publication of advertisement.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS COLLEGE OF FURTHER EDUCATION
Required for ELECTRICAL and MECHANICAL engineering courses commencing September, 1976.
LECTURER for ELECTRICAL and MECHANICAL engineering courses mainly concerned with Final Year ONC and HNC and Part III Engineering Industry Training Centre courses.
Salary for Lecturer Grade I, £2,781 to £5,697 depending on qualifications and industrial/teaching experience.
Application forms and application form returnable by 20th August, 1976, from the Principal, Hastings College of Further Education, Archery Road, St. Leonards-on-Sea, East Sussex.

HAMPSHIRE
COUNTY COUNCIL
PORTSMOUTH TECHNICAL COLLEGE
DEPARTMENT OF FOOD AND DOMESTIC STUDIES
Lecturer Grade I
Ref. 3/76
Salary Scale: Lecturer, Grade I, £2,781 to £5,697 per annum.
Application forms and further details from the Principal, Portsmouth Technical College, St. Mary Street, Portsmouth. Quote reference number on application.

HUMBERSIDE
EDUCATION AUTHORITY
HUMBERSIDE COLLEGE OF TECHNOLOGY
LECTURER Grade I in GENERAL STUDIES (preferably with an Engineering background) required for 1st September, 1976.
Salary: £2,781-£4,689 depending on qualifications and experience.
Forms of application and further particulars from the Principal, Hessle Road, Hull HU4 6DS, to whom completed forms should be returned within 30 days of the appearance of this advertisement.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe Road, Lancaster
Autumn Term
LECTURER in ENGLISH (Graduate). Lecturer Grade I.
Further details from/returnable to the Principal at the College.

NAUTICAL COLLEGE
Fleetwood
January 1, 1977
LECTURER (LIBRARIAN), Lecturer Grade I.
Forms further details from/returnable to the Principal, The Nautical College, Fleetwood, Lancs.
Ref. 82Z.
Closing date 16th August, 1976, for both these posts.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
AIREDALE AND WHARFEDALE COLLEGE OF FURTHER EDUCATION
Calverley Lane, Horsforth
Principal: Mr. H. Johnson

LECTURER
Grade I
Applications are invited for the post of LECTURER in MATHEMATICS and PHYSICS to teach GENERAL SCIENCE and MATHEMATICS up to G.C.E. 'O' level. The ability to assist with the teaching of biology and/or human biology would be advantageous. Candidates must be suitably qualified and experienced for appointment to Grade I.
The successful candidate will be expected to teach students on a day release basis and to contribute to evening classes.
Salary £2,781-£5,697 + £75 London Allowance (if appropriate) according to qualifications and experience.
Application forms and further particulars from the Principal, Bradford Road, Otley, West Yorkshire, LS21 3EA, to whom completed forms should be returned within 14 days of this advertisement.

ROUNSLOW
London Borough of
HOUNSLOW BOROUGH COLLEGES
Temporary Lecturer I for one year to teach FINANCIAL and COST ACCOUNTING, BUSINESS CALCULATIONS and CATERING COURSES, mainly subjects to level standards. Required for 1st September or as soon as possible thereafter.
Salary £2,781-£5,697 + £75 London Allowance.
Further particulars on receipt of stamped addressed envelope from the Principal, Hounslow Borough Colleges, Cranford Lane, Hounslow, Middx. TW5 9HB, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Why wait when you could be first in line?

The thrill of the chase is all very well in its context, but sometimes you could well do without it. The only way you can elevate yourself from the weekly struggle for a look at the public copy of the TLS is to have your private copy. And the surest way to get your private copy is to take out a subscription.
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Colleges of Further Education

LONDON
SOUTH LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF PRINTING
Elephant & Castle, London SE1 6SB
Tel: 01-735 9090
SCHOOL OF GRAPHIC SCIENCE

Applications are invited for the post of LECTURER II in GRAPHIC COMMUNICATION.
Graduate should have substantial industrial experience in printing, publishing, packaging or allied industries and a knowledge of current developments.
In person specification would be of a wide range of experience in, for example, publishing, packaging, printing, type design.
Duties: Experience in tutorial education, coupled with some qualifications in research.
Salary in accordance with Burnham Further Education Report at present £2,781 to £5,697 per annum, plus £915 London allowance.
Application forms and further details from the Principal, London College of Printing, Elephant & Castle, London SE1 6SB. Quote reference number on application.

LONDON
EALING COLLEGE OF HIGHER EDUCATION
St. Mary's Road, Ealing, W5 5RF
Tel: 01-579 5111
Required for September, 1976, a LECTURER I in COMPUTER STUDIES
Applicants should have considerable experience of computer programming and be familiar with the use of computer terminals. Experience of teaching computer studies to students on vocational courses would be an advantage.
Salary scale £2,781 to £5,697 per annum.
Application forms and further details from the Personnel Officer, Ealing College of Higher Education, St. Mary's Road, Ealing, W5 5RF. Please quote reference number 76/CS/1.

LONDON
EALING COLLEGE OF HIGHER EDUCATION
St. Mary's Road, Ealing, W5 5RF
Tel: 01-579 5111
Required for September, 1976, a LECTURER I in APPLIED MATHEMATICS
Applicants should have considerable experience of computer programming and be familiar with the use of computer terminals. Experience of teaching computer studies to students on vocational courses would be an advantage.
Salary scale £2,781 to £5,697 per annum.
Application forms and further details from the Personnel Officer, Ealing College of Higher Education, St. Mary's Road, Ealing, W5 5RF. Please quote reference number 76/AM/1.

LONDON
HACKNEY COLLEGE OF FURTHER EDUCATION
Shoreditch, London E2 7NN
Tel: 01-739 1661
Required for September, 1976, a LECTURER I in MATHEMATICS
Applicants should have a degree in mathematics and be able to teach mathematics to a wide range of students, including those on vocational courses.
Salary scale £2,781 to £5,697 per annum.
Application forms and further details from the Personnel Officer, Hackney College of Further Education, Shoreditch, London E2 7NN. Please quote reference number 76/MA/1.

LONDON
NEWHAM
London Borough of
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4LA
Tel: 01-472 4814
Principal: K. R. Bishop, M.Sc., F.R.I.C., M.I.M.C.
Head of Department of Mechanical Engineering: R. H. Jones, M.I.Mech.E.

Applications are invited for the post of LECTURER I (M.) AUTOMOTIVE ENGINEERING, a two-year temporary appointment in connection with the Training Opportunities Scheme, to commence on 1st September, 1976.
Applicants should have a sound knowledge of the theory and practice of modern automobile engineering and be capable of teaching a wide range of subjects to students on full-time and part-time courses.
Salary scale £2,781-£5,697 per annum.
Application forms may be obtained from the Principal, to whom they should be returned as soon as possible.

LONDON
THE POLYTECHNIC OF CENTRAL LONDON
School of Liberal Studies

THE TIMES EDUCATIONAL SUPPLEMENT 6.8.76

The British Council

invites applications for the following posts:

Chief Inspector of English (Oman)

Ministry of Education (Oman)

Graduate with higher degree in Linguistics or ELT to be responsible under the Omani Head of English for normal inspection duties, in-service training, materials production, ELT on radio and television, advising on examinations and ELT policy. Male applicants, without children.
Salary : £5,001-£6,845 pa ; no local taxation.
Benefits : free accommodation ; overseas allowances. Two-year contract, renewable. 76 CE 17

Director of Language Centre (Iran)

University of Baluchistan, Zahedan

To establish new Service English Unit for Faculty of Engineering and prepare ESP materials.
Degree, postgraduate TEFL qualification, several years' experience of TEFL and materials preparation essential.
Salary : £6,850-£10,280 pa approx.
Benefits : free accommodation ; medical scheme. One-year contract, renewable. 76 HU 62

ELT Adviser (Mali)

Ministry of Education, Institut Pedagogique National, Bamako

Teacher-training, in-service training, materials production, co-ordination of ELT.
Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience ; good knowledge of French essential.
Salary : £5,001-£6,845 pa.
Benefits : overseas and children's allowances ; furnished accommodation ; annual passage-paid leave. Two-year contract. 76 HE 13

Course Tutor and Materials Designer (Saudi Arabia)

King Faisal University (Communication Skills in English Project), Dammam

To teach English Language and to prepare course materials for students in the Faculties of Medicine, Agriculture and Architecture.
Candidates, men only, single or unaccompanied (because of accommodation restrictions), must have appropriate qualifications and experience and an interest in ESP.
Salary : £4,797-£5,817 pa ; no local taxation.
Benefits : free furnished accommodation ; overseas allowance ; special project allowance. One-year contract, probably renewable. 76 AU 110

Curriculum Developer in ELT (Cyprus)

The Turkish Teachers' Training College, Nicosia

Degree in English, PGCE and relevant experience including TEFL/TESL. A TEFL qualification is desirable.
Salary : £4,389-£5,409 pa, tax free.
Benefits : overseas and children's allowances ; free furnished accommodation ; medical scheme ; employer's portion of superannuation. Contract for 2 years initially. 76 ST 3

Lecturer in English/ELT Adviser (Chad)

University of Chad, N'Djamena

To train teachers, provide some ESP, advise on ELT at The Institut National des Sciences de l'Education Degree in English or Modern Languages, postgraduate TEFL qualification, several years' relevant overseas experience, good knowledge of French.
Salary : £4,389-£5,409 pa.
Benefits : overseas and children's allowances ; free accommodation. Two-year contract. 76 HU 107

Lecturer in English (Zaire)

English Language Centre, Kinshasa

For teacher training programme and general ELT and ESP courses.
Degree, postgraduate TEFL qualification and at least 5 years' relevant experience, good knowledge of French.
Salary : £4,389-£5,409 pa.
Benefits : overseas and children's allowances ; free accommodation. Two-year contract. 76 HO 65-66

Lecturers in English (Egypt)

Mohamrem Bey Technical School, Alexandria

Two posts. Chief Adviser on English Teaching and Lecturer in English Degree in English or Modern Languages and TEFL/Applied Linguistics qualification. 5 years' experience including teacher training and secondary/technical work in ESP.
Salary : in excess of candidate's current UK emoluments.
Benefits : free furnished accommodation ; overseas and children's allowances. Three-year contracts with the Ministry of Overseas Development. 76 AS 118-119

Course Tutors in English Language (Saudi Arabia)

King Abdul Aziz University, Jeddah

To teach English Language to students of Engineering and Medicine. Two posts may be filled at Specialist level by candidates with outstanding qualifications or experience.
Candidates must have appropriate qualifications and experience and an interest in ESP.
Salary : Course Tutors—£4,797-£5,817 pa, tax free.
Specialists—£5,409-£6,845 pa.
Benefits : free furnished accommodation ; overseas allowance ; special project allowance. One-year contracts, probably renewable. 76 AU 30-60

Lector in English (Yugoslavia)

University of Surajevo

Graduates with at least 2 years' relevant experience. Formal TEFL qualification desirable.
Salary : minimum of 4,570 New Dinars per month non-convertible, tax free, plus sterling subsidy of £1,191 pa paid in UK.
Benefits : accommodation allowance ; medical scheme ; employers' portion of superannuation. Contract for 1 year initially, renewable. 76 SU 82

Teacher of English (Turkey)

The English High School for Boys, Istanbul

Independent day school for approximately 360 pupils, mainly Turkish, in the age range 11-20.
Trained teachers with degree or teaching certificate in English or with English as the main subject. Men preferred.
Salary : £2,381-£4,363 pa net, approx. Approximately one third of salary paid in sterling in Britain.
Benefits : employers' portion of superannuation ; furniture grant ; terminal bonus. Two-year contract, renewable. 76 SS 90

Teachers of English (Saudi Arabia)

Institutes of Public Administration, Riyadh, Jeddah, Dammam

Candidates, men only, must be graduates with TEFL qualification and experience.
Salary : SR 38,400-60,000 pa tax free (£5,904-£9,228 @ SR 6.50=£1). Plus 12 per cent bonus.
Benefits : free accommodation ; transportation allowance. One-year contract, renewable. 76 AO 77-83

Teacher of English (Yemen)

British Council Centre, Sana'a

A degree or teaching certificate and 2 years' overseas teaching experience. Newly qualified teachers with postgraduate TEFL qualification will be considered.
Salary : £4,389-£5,409 pa.
Benefits : free furnished accommodation ; children's and overseas allowances. Two-year contract, renewable. 76 AO 124

Teachers of English (Qatar)

Government Preparatory and Secondary Schools and Language Teaching Institute

Qualified teachers with 3 years' experience (preferably in EFL). Single men or married teaching couples. For September 1976.
Salary : £5,009 pa tax free (under review).
Benefits : free furnished accommodation ; free medical service ; annual passage paid leave ; terminal gratuity. Three-year contracts, renewable. 76 AS 96-108

Teachers of English (Saudi Arabia)

English Language Teaching Institute, Riyadh

Men only, single or married without children. Graduates with TEFL qualification and experience.
Salary : SR 3,000-6,000 per month according to qualifications and experience (SR 6.45=£1).
Benefits : 12½ salary bonus ; transport and housing allowances. One-year contract, renewable. 76 AE 10-12

Drama Advisers (Malta)

The Manoel Theatre Drama School, Valletta

A newly-established drama school attached to the Manoel Theatre.
a. Director
b. Assistant Director
Candidates, men or women, should be suitably qualified graduates, preferably in the age range 35-55.
Salary : in excess of current UK emoluments.
Benefits : tax-free allowance ; free accommodation ; children's educational allowance. Two year contract with the Ministry of Overseas Development.
Closing date for applications : 27 August 1976. 76 SO 129, 130

Head of Digestive Physiology Division (Brazil)

Federal University of Pernambuco, Recife

To establish a Division of Digestive Physiology and to supervise research programmes.
Doctorate and substantial practical experience.
Salary : £10,000 pa approx.
Two-year contract, renewable. 74 BU 81

School Teachers (Turkey)

Darussafaka Lisesi, Istanbul

Independent English-medium secondary boarding school for approx. 620 pupils in the age range 11-19 (girls included in junior classes).
a. Teachers of English for 11-16 year olds
b. General Science Teacher for 13-16 year olds
For post a, trained teachers with a degree or teaching certificate in English or with English as the main subject and relevant teaching experience.
For post b, trained teachers with a degree or teaching certificate in one or more Science subjects and relevant teaching certificate.
For all posts men are preferred.
Salary : non-graduates—£2,100-£3,636 pa net, approx. Graduates—£2,340-£3,636 pa net, approx.
Salary increase anticipated before start of academic year.
Benefits : free accommodation in school or rent allowance ; medical scheme. Two-year contract, renewable. 76 SS 121-125

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Assessment Centres

BEDFORDSHIRE
EDUCATION SERVICE
HILLCROFT HOUSE
Stotfold Drive, Luton
Stotfold, Hertfordshire
Applications are required as soon as possible at this Observation and Assessment Centre. The appointment is subject to the completion of a course for the Certificate of Qualification in Social Work.
National Council for Former Approved Schools and Remand Homes. The Special Allowance for staff in this Centre is £1,191 pa and is currently £942 per annum. No certificate duties are required.
Application forms and further particulars available from: D. J. Brownlee, M.A., Chief Education Officer, County Hall, Bedford.

BEDFORDSHIRE
EDUCATION SERVICE
DUNSTON LODGE
Arnolfini
Houghton Lodge is a purpose-built Observation and Assessment Centre based on the group principle and accommodating up to 30 boys and girls.
Required as soon as possible, ASSISTANT IN CHARGE, Scale 3. The appointment will be subject to the regulations made by the Joint National Council for Former Approved Schools and Remand Homes. The Special Remand Home Allowance (currently £941 pa) is payable. Leave will be as for Remand Homes. Other terms include 3 extra holidays but not school holidays. The teaching establishment forms an integral part of the assessment of each child and applicants should therefore have experience of or be interested in diagnostic testing, i.e. the identification of present attainment levels, and of making recommendations for the child's educational needs for the future.
Application forms available from and further details from the Chief Education Officer, County Hall, Bedford.

ESSEX
COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
NEWPORT HOUSE
Observation and Assessment Centre for girls
Head Teacher, Mr. Chelmsford
DEPUTY-IN-CHARGE (Education)
Salary on Burnham Scale 3, plus allowance totalling £1,245 per annum.
Required to lead a team of teachers, all of whom take part in the educational aspects of assessment, out of class activities and
Application forms from Director of Social Services, Kensal House, 77 Springfield Road, Chelmsford.

HAMMERSMITH
(London Borough of)
SOCIAL SERVICES DEPARTMENT
If you have a Degree or a Certificate of Education, and are looking for a niche where your skills can be put to good use, there are vacancies for RESIDENTIAL SOCIAL WORKER in Married Couples at the Assessment Centre.
Starting salary not less than £3,109 p.a.
Application forms and further details from Director of Social Services, Broadway Avenue, Telephone: 01-748 3212, ext. 3.
Informal enquiries may be made to Mr. R. E. Kenny, M.A., Dip.Ed., Principal, Stamford House. Telephone 01-743 9461.

CITY OF MANCHESTER
SOCIAL SERVICES DEPARTMENT
ROSE HILL ASSESSMENT CENTRE
Longley Lane, Manchester M22 4HY
GENERAL SUBURBS
TEACHER
Applications are invited from qualified secondary TEACHERS for a vacancy at the Assessment Centre which accommodates 24 children and is organised within the framework of a family unit. In addition to normal teaching duties, the post is associated with the educational assessment of the boys.
Salary Burnham 3 plus group special allowance plus £510 per annum supplement. 8 weeks' annual holiday.
For informal discussion please telephone the Officer-in-Charge, Mr. H. Lloyd, Tel. 061-998 2763. Closing date 30th August.
Application forms available from the Director of Social Services, Alexandra House, Aytoun Street, Manchester M1 3EY.

Youth and Community Service

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY YOUTH SERVICE
KEMPSTON YOUTH CLUB
Bedford
Applications are invited from suitably qualified and experienced candidates for the newly established post of YOUTH LEADER at Kempston Youth Club which is being built on the campus of Robert Bruce School.
The post offers excellent experience in Progressive Youth Service with full-time training and regular support sessions. Assistance with removal expenses, local allowance against rates and lodging allowance.
Salary : within the J.N.C. ranges 1 (age 18 to 8) £5,751 to £4,248 plus £312.
Application forms and further details from the Divisional Youth Officer, County Hall, Bedford. Tel. 0234 63421, to whom the completed forms should be returned as soon as possible.
Mr. R. Browning M.A., Chief Education Officer.

BROMLEY
(London Borough of)
EDUCATION DEPARTMENT
FULL-TIME YOUTH WORKERS
(a) A qualified YOUTH WORKER is required as soon as possible for one of the authority's purpose-built Youth Leadership and clerical staff in post.
Salary J.N.C. range 3 (£4,248 to £5,751 (including £312 supplement) and £512
(b) A second full-time YOUTH WORKER is required for a multi-racial Youth Centre which is well-established with scope for development, staffed by team of professional and part-time workers. Enthusiasm and experience of the needs of West Indian young people and their families is important.
Salary J.N.C. Scale 3 (£4,248 to £5,751 (including £312 supplement).
Assistance with removal and other expenses is possible in the terms of the Council's scheme. Further particulars and house purchase term from 1 Oct. Education Officer, Education Department, Bromley, Kent, BR1 3UH.
Telephone enquiries to the Youth Service Officer 01-467 3591.

EAST SUSSEX
COUNTY COUNCIL
HEATHFIELD YOUTH CENTRE
Part-time Assistant Leader
The Management Committee of the Voluntary Centre invites applications for the post of WARDEN. Applicants should be qualified and experienced youth leaders. Salary J.N.C. Scale 3 range £3,249 to £3,888 per £312 per annum.
Further particulars and application forms from the Area Education Officer, 26 Cornfield Road, Eastbourne. Terms should be returned within 14 days of this advertisement.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
This is a re-advertisement, previous applicants need not apply.
Applications are invited from male or female graduates for the post of WARDEN, CROYLAND GIRLS' CENTRE, Enfield.
Mortgage facilities subject to funds and Council's policy. Consideration given to temporary housing up to two years. 100 per cent removal expenses maximum £250. 25 per cent relocation costs maximum £300 and £50 per week lodging allowance for up to 4 weeks in certain cases.
Salary in accordance with JNC Burnham Points 2 to 8 (£3,711 to £4,248) plus £312 plus £207 London Weighting, plus additional payment of £245 per annum.
Application forms obtained addressed envelope and further particulars are available from the Director of Education, P.O. Box No. 5, Civic Centre, Silver Street, Enfield, EN1 3XG and should be returned by Friday, 20th August, 1976.

HAMPSHIRE
SOUTH-WEST AREA
TESTWOOD SCHOOL
Totton, Southampton
Applications are invited from qualified TEACHERS with youth service experience for the post of ASSISTANT YOUTH TUTOR.
This post involves approximately 50 per cent youth work in the purpose-built youth wing and 50 per cent teaching of other duties in school.
Assistant Youth Tutor will assist the Deputy Headmaster/Principal Youth Worker in providing for youth activities.
Salary : Burnham Scale 1.
Removal expenses up to £ certain maximum will be paid in approved cases.
Details and application forms from the Area Further Education Officer, Further Education Office, New Milton BH25 6EL. Tel. New Milton 615601.

LIVERPOOL
METROPOLITAN COMPREHENSIVE COMMUNITY SCHOOL
Childwall Valley Road, Liverpool 27. Merseyside
Required for October 1976 ASSISTANT YOUTH TUTOR (Ref. 2) to fill a vacancy in the Youth Wing. Graduate in Social Science with responsibility for the development and support of community activities, including work with Youth Clubs, and to develop further links with the local community.
Forms and further particulars obtainable from and completed forms to be returned to the Director of Education, Education Offices, Dale Street, Liverpool L2 2HT.

LIVERPOOL
YOUTH AND COMMUNITY WORK
KIRK required (a) trained youth worker.
As part of a team working in a large, Canadian based housing area. Main responsibilities will be Junior and Intermediate girls Group.
Salary in accordance with Burnham Scale.
Details and application form from The Financial Secretary, Liverpool L6 6G. Tel. 051-263 6211.

WEST SUSSEX
EDUCATION AREA
YOUTH WORKING
HORSHAM WILDCAT CENTRE
Warning September if possible, experienced qualified man or woman required and experienced, to develop the work in purpose built Youth Centre.
Warning J.N.C. (£4,713 to £5,430 plus supplement) £312 Scheme for removal and resettlement expenses. Lower allowance for duly qualified level. In certain cases Lodging allowance may be available.
Application form and particulars can be obtained and addressed envelope, from Area Youth Officer, Chapel Road, Worthing, Sussex.

Overseas Appointments

AUSTRALIA
LOYOLA CATHOLIC SECONDARY SCHOOLS
Qualified secondary TEACHERS required. Commitment to Catholic education and ability to teach religious
Graduate must possess a
Application and full details from the Council of Catholic Education, 133 Liverpool Street, Sydney, NSW 2000, stating subjects and grades
EDUCATION
TEACHING APPOINTMENTS
SCHOOL
SECONDARY
PRIMARY
SUBJECTS
BIBLIOGRAPHY
CURRICULUM VITAE
DOMESTIC
Salary funds. Teachers paid
SAR 700 to SAR 3,000 per month
Annual leave
Applications and references
curriculum vitae
names of two referees
Dorton Drive, Arnold, Nottingham
Dorton Drive, Arnold, Nottingham

SAUDI ARABIA

University of Petroleum and Minerals Dhahran

The Department of Civil Engineering wishes to appoint lecturers specializing in Engineering Drawing for the academic year starting in September 1976, but applications will be considered from candidates not available until later in the year. Applicants should have a Master's Degree, or equivalent qualification, with 3 to 4 years teaching experience.
Competitive tax-free salaries are offered, according to qualifications and experience: two year contracts, renewable, with return passage paid, and excellent, free, air-conditioned, furnished accommodation. There are educational assistance grants for school-age children, a local transportation allowance in cash each month, and special compensation at the rate of 12 per cent of base salary per month. Ten months duty each year with two months paid holiday. There is the possibility of participating in the University's summer programme with additional remuneration.
Please apply immediately with full Curriculum Vitae including list of references, family status, home and office telephone numbers to :

Dean of Faculty and Personnel Affairs,
University of Petroleum and Minerals,
Dhahran, Saudi Arabia

PRIMARY
TEACHER EDUCATION

Kenya

Teacher Educators—Mathematics, Science and English

At various Primary Teacher Training Colleges. Lecturers in their subjects, required to participate in the British Primary Teacher Training Programme, involving initial and in-service Teacher Training and elements of curriculum reform directed to an improvement of the quality of primary education. Applicants, under 63, should be Teacher Educators (trained graduate or non-graduates) with 6 years' relevant experience, 2 of which should have been in a Teacher Training College ; non-graduates must have Teacher Training experience in a United Kingdom College. For the Science post trained teachers in Physical Science (Physics/Chemistry or Biology/Agriculture) as well as General Science are invited to apply. Initial appointment for 2½ years.
Salary in range £4,331-£6,815 p.a. which includes an allowance, normally tax free, in range £2,292-£4,302 p.a. Starting salaries are assessed in accordance with the number of completed years of post qualification and teaching experience. Terminal gratuity 25 percent of basic salary.
Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. Superannuation rights may be preserved. An appointment grant of up to £300 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom.
For full details and an application form please apply giving age and details of qualifications and experience to :

Appointments Officer
Ministry of Overseas Development
Room 301, Eland House,
Stag Place, London SW1E 5DH

County of Cleveland

SOCIAL SERVICES DEPARTMENT

ENVIRONMENTAL SOCIAL DEVELOPMENT OFFICER

£4,304-£5,889

Applications are invited for the above-mentioned post based in Training, Monitoring and Environmental Social Development Section at Headquarters.
The successful candidate will take part in the Corporate Management of the County Council. He/she will be responsible for developing a team of Neighbourhood Workers who are all engaged in experimental neighbourhood projects.
He/she will be expected to play a key role in developing Physical Services provision throughout the County. He/she will be expected to represent the Director on Joint Working Parties concerned with all aspects of the physical and social environment.
He/she will be expected to ensure that information acquired by Neighbourhood Work is made available to the Directorate Planning Section in a form that can be used for developing Social Policies.
The person we are looking for will have professional qualification in Social Work or Community Development and/or ability and good service as essential car user's allowance.
Assistance with removal expenses, financial assistance with the removal of furniture will be available. Temporarily housing accommodation for married couples may be available in approved circumstances within the County Area.
Application forms, and further details are obtainable from the Director of Social Services, PO Box 92, Morton House, Morton Road, Middlesbrough, to whom completed forms should be returned by 20th August 1976.

OVERSEAS Appointments continued

AUSTRALIA
THE ST. ANNE'S AND PORTLAND GRAMMAR SCHOOL
A vacancy will exist from the end of January, 1977, for a HISTORIAN
The successful appointee will be responsible for the supervision of the music programme, both instrumental and vocal, throughout the primary and secondary schools, and for some teaching duties. An ability to organise choirs and bands is particularly advantageous. An attractive salary and superannuation benefits are offered, and accommodation is also available.
Further particulars and an application form may be obtained from the Principal, P.O. Box 465, Mile End, South 5000, Australia.

SINGAPORE EXCHANGE JANUARY 1977
Applications are invited for a one-year teaching exchange year in Singapore commencing January 1977. Places available for Primary (£4,149 and Secondary TEACHERS specialising in MATHEMATICS, PHYSICS, CHEMISTRY or ENGLISH.
There are limited and applicants should write immediately for further details and application forms to: Mrs. D. Wells, Executive Secretary, League for the Exchange of Commonwealth Teachers, 200 Marshall House, 124 Belgrave Road, London SW1V 2BJ.

UNITED ARAB EMIRATES
Applications are invited from married couples both of whom have teaching qualifications and experience with at least 3 years' service for a appointment in a newly established, primary school in the United Arab Emirates.
At present there are 10 British children aged 4 to 12 and 6 more are expected in September. You would be expected to take up the appointment in September or as soon thereafter as possible.
As time is short for further information please telephone Mrs. Gordon on 01-734 5291 or Mr. Turing Services Ltd., Broughton House, 7 and 8, Saxville Street, Piccadilly, London W1X 2BH.

KUWAIT
KUWAIT EDUCATIONAL CENTRE
TEACHERS
Most recently qualified and experienced graduate and post-graduate TEACHERS to teach ENGLISH as a foreign language to adults.
Salary KD 1,700 per annum, free furnished accommodation, free return air fares ; overtime available. KD 1.0 equals £1.70 approximately.
Candidates already applied need not apply.
Please send detailed curriculum vitae to the Director, Kuwait Educational Centre, P.O. Box 24-25, Kuwait, Arabian Gulf.

HEAD TEACHER
Required for Middle East Primary School of 500
Due to unexpected transfer at Headmistress we need an experienced dynamic Child, preferably with considerable overseas experience, to take over an established school at short notice as possible.
For further information telephone Oban 2611.

AFRICA
TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. Graduates or teaching Christians who can speak their qualifications to dedicated workers for this challenging and worthwhile work. Volunteer terms.
Please send postage for reply, VIDA, 1 Victoria Rd., London NW4

GREECE
Wanted: English native, qualified TEACHER, main subject ENGLISH, to work in Language School in Canea, 6-day week, salary 10,000 drs. to start October 1st.
Send copies of diplomas and a recent photograph to Mr. P. Bakakakis, 1 Venetiou Street, Limin, Canea, Crete.

JAMAICA
HEADMISTRESS/MASTER for CHISOM HIGH SCHOOL
Montpelier
Required for September (MARCH-APRIL) or JANUARY 1977 a HEADMISTRESS/MASTER to take charge of this co-educational secondary school with approximately 1,000 pupils and 40 teachers.
Candidates should have good honours degree, Diploma in Education and at least five years' teaching experience.
Salary £2,100-£2,400 per annum.
For details and brief curriculum vitae write immediately to: Education Officer, 11 King Street, London EC2V 8EL.

SAUDI ARABIA
TEACHERS of ENGLISH as a foreign language required for Intensive Secondary Course in Saudi Arabia. Minimum qualifications : (1) a university degree, plus two years' teaching experience.
Please write for application form to the National Attache, 25 Park Square East, London, NW1.

KENYA
Up-country preparatory school requires, for September, TEACHER to take reception class.
Apply with curriculum vitae and name of two referees to Headmistress, St. Anne's Road, Bexhill, Staffordshire.

SPAIN
Wanted: young TEACHERS of ENGLISH for new school in Granada in Northern Spain. Knowledge of Spanish not necessary. Attractive salary. Apply School, Lopez Ocaña 9, Avda. Andaluz.

ITALY
Experienced male TEACHERS required from October 1. Interviews London September.
Full details in Cambridge Centre, Via Parma 4, 00161 Roma, Italy.

ITALY
Men or women with leaving certificate to teach ENGLISH. Available from September or October. Apply to: International School, 63 via Berardi, 74100 Taranto, Italy.

SPAIN
TEACHER of ENGLISH wanted to start October. Curriculum vitae and recent photograph to David Mason, Calabria 4, Ciudad Real, Spain.

ENGLISH TEACHERS for language schools in Spain. Interviews 24/27. The Times, WC1X 8EZ.

Administration

Local Education Authority

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
EDUCATION WELFARE OFFICER
Salary : Social Workers' Scale, £3,249 for unqualified officers ; plus an annual supplement of £312. Progression to Scale 4 (£3,711-£4,302) for those with a Certificate in Education Welfare, plus facilities for training of unqualified staff.
Essential car user allowance payable. Removal expenses up to £150 payable in approved cases. Also a housing allowance for married applicants unable to find immediate accommodation.
Application from suitably experienced ex-regular Army Welfare Officers, Service Welfare Workers, Ex-Police Officers, Youth Leaders, Ex-Probation Officers, Student Social Workers (1975 Intake) and Graduates.

DURHAM
COUNTY COUNCIL
CAREERS OFFICER based at Spennymoor Careers Office. Salary in range £3,249-£4,302 (plus £207 inner London weighting) according to qualifications and experience. Applicants with a minimum of 2 years' experience in Careers Guidance will receive the extra supplement of £312 per annum ; applicants without previous experience may be appointed at £3,249 per annum. Candidates should possess the Diploma in Vocational Guidance or should possess a qualification leading to the Diploma and have previous professional experience in Social Casework/Community Service.
Further details and application forms, returnable by 20th August, 1976, from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, quoting reference 76/CO/1 and enclosing a stamped addressed foolscap envelope.

KENT County Council Education Department

Kingsgate College
Broadstairs, Kent

(a residential college for both teaching and non-teaching staff attending short courses)

Resident Manager/Domestic Bursar—(SO1) £4,239-£4,545

to be generally responsible for the conduct of the college including supervision of nine staff, reception of students and tutors, and servicing of the Governing Body. Free board and lodging for weekend work and extra duties.

Further particulars and application form, returnable by 20th August, from W. H. Petty, County Education Officer, (Ref. G/RM), Springfield, Maidstone, 'phone 54371, Ext. 406.

EDUCATION DEPARTMENT
CAREERS SERVICE

ASSISTANT PRINCIPAL CAREERS OFFICER

£5,001-£5,562

Candidates should hold the Diploma in Careers Guidance and preferably possess a degree from a British University. Graduates not holding the D.C.G., but with appropriate experience and training will also be considered. Good administrative experience in careers guidance at senior level is essential.

The person appointed will be required to assist the Principal Careers Officer with the administration and co-ordination of the service and be expected to take an active part in the programmes of careers guidance, and will also have a special responsibility for assisting with in-service training.

Application and further particulars obtainable from the Education Department, at the address shown below, should be returned to the Deputy Director of Education, at this address not later than 18th August, 1976.

Town Hall and Civic Centre, Sunderland SR2 7DN
L. A. Bloom, Chief Executive

Borough of Sunderland

EDUCATION OVERSEAS

Malaysia

Senior Teachers

Mathematics, Physics, Biology and Chemistry

To teach the subjects at various residential secondary schools. Science and Mathematics are taught in English : other subjects in Malay. Applicants, under 50, must be graduates in their subject, and to be able to teach both 'O' and 'A' level. For the Mathematics posts applicants must have at least five years' relevant experience and for the Science posts five years experience of teaching Nuffield (or similar) Science courses. Overseas experience an advantage but not essential. Initial appointment for two years.

Salary in range £3,163-£3,218 p.a. which includes an allowance, normally tax free, in range £1,096-£4,092 p.a. Terminal gratuity 15 per cent of basic salary.

Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving details of age, qualifications and experience to :

Appointments Officer,
Ministry of Overseas Development
Room 301, Eland House, Stag Place, London SW1E 5DH

ISLE OF WIGHT COUNTY COUNCIL

EDUCATION DEPARTMENT

County Music Adviser

SALARY: £6,036-£6,660

plus £312 supplement
(Burnham Head Teacher Group 7)

Applicants, male or female, must be qualified and accomplished musicians with a good background of teaching experience, whose interests range beyond the school environment.

An additional sum of up to £500 will be made to the successful applicant if they are also able to administer and conduct Youth Orchestras, a Cantata Choir, the Youth Wind Orchestra and Youth Choir. The sum also covers facilitating and encouraging amateur and professional musical activities in the community, whilst maintaining the present high standard of music in the schools.

The Council offers a generous scheme of removal expenditure reimbursement and may be able to offer temporary accommodation.

It is expected that the person appointed will take up the appointment in November.

Application forms and further details from the Personnel Officer, County Hall, Newport, Isle of Wight. Closing date: 18 August, 1976.

THE TIMES EDUCATIONAL SUPPLEMENT 6.8.76

EDUCATION DEPARTMENT

Administrative Assistant

Schools Meals Service

Salary—around £3,000 plus £312 Supplement p.a.

A person with previous experience of the day-to-day administrative and clerical tasks involved in the running of the Service is required to assume responsibility for a range of duties in the Section which includes a team of 8 clerical assistants. All duties undertaken are under the general direction of the School Meals Organiser. Generous re-location expenses offered in approved cases. This is a repeat advertisement and previous applicants need not apply. Further details and application form from Personal Officer, Town Hall, Forest Road, London, E17 4JF (Tel.: 01-527 5544 Ext. 332). Closing date: 20th August. Please quote ref: G.814.

London Borough of

Waltham Forest

CITY OF MANCHESTER EDUCATION COMMITTEE

PRINCIPAL ADMINISTRATIVE ASSISTANT

P.O. 1 £4,668/£5,250 plus £312 p.a. supplement

The post is one of a team of four senior officers working with the Assistant Education Officer (Schools), in the discharge of varied responsibilities and, in the first instance, the officer appointed will be responsible to the Assistant Education Officer for the staffing of schools, and for such other duties as may be assigned from time to time particularly in the field of general administration of schools.

Applicants should have one of the following:

A degree

Teaching experience

Administrative experience

Application forms and further particulars from the Chief Education Officer (E76), Education Offices, Crown Square, Manchester M60 3BB. Closing date: 26th August 1976.

CARIBBEAN COMMUNICATIONS PROJECT

38 King Street, London WC2

PROJECT CO-ORDINATOR

Salary £3,819 plus L.W. (£402)

Trained teachers with experience in adult education field and intimate knowledge of creole plus commitment to working in the Caribbean Community may apply.

Organising ability, knowledge of the education system and local government and ability to liaise with statutory bodies and representatives of industry useful. Also, willingness to travel and work unsocial hours.

The successful applicant will be responsible for supervising the work of 4 regional co-ordinators and organising meetings of the management committee, trainers and tutors in the Project.

Please apply by letter with names and addresses of two referees to the above.

GATESHEAD METROPOLITAN BOROUGH COUNCIL

DEPARTMENT OF EDUCATION

Applications are invited for the following temporary post:—

EDUCATIONAL PSYCHOLOGIST

Soulbury Points 11-22 (£4,734 to £6,660) plus £312 annual salary supplement.

For the duration of the Academic Year 1976-77.

The successful applicant will preferably be a fully qualified and experienced Educational Psychologist. Applications will be considered, however, from persons with a good honours degree in psychology and with appropriate teaching experience, who would take up a Trainee Post, in the salary range of £3,900 to £4,651 (Soulbury Points 6-10) plus £312 annual salary supplement.

The post is superannuable and subject to satisfactory medical and chest X-ray clearance.

Application forms and further particulars are obtainable from the Director of Personnel and Management Services, 7th Floor, Aidan House, Tynegate Precinct, Sunderland Road, Gateshead, NE8 3EL, Tyne and Wear, to whom completed applications should be returned by 25th August, 1976.

ADMINISTRATION

Local Education Authority continued

EALING
London Borough of
SENIOR EDUCATION WELFARE OFFICER
Salary £5,571 to £6,501 per annum inclusive
Plus £312 supplement in line with recent NJAC recommendations.
Applications are invited for this important post which falls vacant in late 1976, on the retirement of the present holder.
The Senior E.W.O. is responsible to the Principal Officer (Schools Services) for the day-to-day supervision of the team of 12 E.W.O.'s who are deployed over three areas of the Borough working in liaison with school, nurse, education office and social work agencies. The duties include general oversight of school attendance and employment of school children.
Applicants will be expected to have good experience and an qualifications in the field of educational welfare.
Car allowance payable. The Council offer 100 per cent removal expenses, legal and estate agency fees up to £300, and lodging allowances.
Application forms and further details available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W.5. Forms to be returned within fourteen days of the appearance of this advertisement.
Previous applicants need not apply.

ESSEX
COUNTY COUNCIL
CAREERS SERVICE
SENIOR CAREERS OFFICER
Chelmsford (Post No. C80/2)
A.P. 4 (£5,304-£5,706) plus an additional payment of £432 per annum.
Candidates should be appropriately qualified and have suitable experience within the Careers Service.
In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general administration of the Careers Office.
Generous re-settlement allowances available in approved cases. Car mileage allowance paid.
Application form and further details are available from the County Education Office (C.S.), Hillview 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD (Chelmsford 67222, ext. 2008).
Please state post number when applying.
Closing date 20th August, 1976

LANCASHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
Appointment of CAREERS OFFICERS
DISTRICTS OF LANCASTER AND WYRE
Salary Scale: A.P. 3 to A.P. 4 (£4,137 to £5,304) plus annual salary supplement not exceeding £312.
Applicants for the above posts should possess a degree, a Diploma in Careers Guidance or an equivalent qualification.
Further details and application forms may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston, to whom they should be returned by 20th August, 1976, quoting reference A/472.10.JAT.

NORTHUMBERLAND
COUNTY COUNCIL
CAREERS ADVISORY SERVICE
AREA CAREERS ADVISER
West Northumberland
£5,589 to £6,075 plus salary supplement of £312 per annum.
Applications are invited from those with successful experience within the careers service for this responsible post based at Hexham.
Much of the area is rural and there are permanent sub-offices maintained in outlying districts. Responsibility includes the supervision of the work of staff of the service in the area and liaison with schools and employers.
Applicants should hold a relevant qualification (e.g. Dip.C.S.) or have equivalent guidance or equivalent.
Assistance is given with removal expenses and there is a car allowance.
Application forms returnable by 23rd August and further details available from Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

SEFTON
(Metropolitan Borough of)
Proposed appointment of a PRINCIPAL EDUCATION WELFARE OFFICER suitably experienced and qualified.
Salary scale is S.O.1. £1,239 to £4,245 per annum plus £312 per annum supplement.
Further particulars and application form: Chief Education Officer, Education Department, Hornbeam House, Crosby Road North, Waterloo, Liverpool L22 0LG.
Please quote reference A6/3/GG. Closing date August 13, 1976.

General

CAMBRIDGE
THE UNIVERSITY
LOCAL EXAMINATIONS SYNDICATE
Applications are invited for the post of ASSISTANT in the SECRETARIAT for work principally in the field of examinations management. The appointment is established under the Varsity Statutes and Ordinances, and will be tenable from 1st January 1977 or such earlier or possible thereafter. Duties will include administration work on syllabuses and question papers. Candidates should have a good honours degree in Modern Languages, experience of teaching or educational administration will be an advantage. Salary will be £3,900 rising to candidates below the age of 25.
The pensionable scales of assistants in the Secretariat not participating in College are as follows:
Grade I: £3,900 a year, rising by seven increments to £5,418.
Grade II: £2,970 a year, rising by five increments to £3,900.
Appointment may be made above the minimum.
Further information may be obtained from the Secretary, Local Examinations Syndicate, Harvey Road, Cambridge CB1 2EU, to which applications (required not later than 20th September, 1976, if possible) should be returned.

LONDON
LEE ABBEY INTERNATIONAL STUDENTS CLUB
ADMINISTRATOR-MANAGER
This hostel for 230 students, mainly from overseas, is staffed by a Christian Community of about 25. The hostel is headed up by the Administrator-Manager on the management side and the Senior Warden on the pastoral and social spiritual side.
There is no one specific duties the Administrator has overall responsibility for the work of the Housekeeping, Catering, Booking, Reception, Maintenance and Accounts departments.
This is residential and entails membership of the Lee Abbey Community for the duration of the appointment.
A fascinating job in a stimulating international environment suitable for someone with administrative skills, a mature Christ and the ability to work easily with people of all kinds.
Further details and application form from: The Warden, 37 Conyngham Gardens, London SW5 0HQ.

LONDON, S.W.5
LEE ABBEY INTERNATIONAL STUDENTS CLUB
ADMINISTRATOR/MANAGER
This hostel for 230 students, mainly from overseas, is staffed by a Christian Community of about 25. The hostel is headed up by the Administrator-Manager on the management side and the Senior Warden on the pastoral and social spiritual side.
There is no one specific duties the Administrator has overall responsibility for the work of the Housekeeping, Catering, Booking, Reception, Maintenance and Accounts departments.
This is residential and entails membership of the Lee Abbey Community for the duration of the appointment.
A fascinating job in a stimulating international environment suitable for someone with administrative skills, a mature Christ and the ability to work easily with people of all kinds.
Further details and application form from: The Warden, 37 Conyngham Gardens, London SW5 0HQ.

OXFORD
MUSEUM OF MODERN ART requires an EDUCATION AND INFORMATION OFFICER (new post)
Salary Scale £2,853-3,009 p.a. Closing date August 20, 1976.
Further details from the Director (TES), Museum of Modern Art, 30 Pembroke Street, Oxford OX1 1BP.

SUSSEX
NATIONAL ASSOCIATION OF HEAD TEACHERS
Appointment of ASSISTANT GENERAL SECRETARY
Applications are invited for the above post, which becomes vacant in October 1976.
Experience of work in educational administration is a requirement of appointment. Teaching experience, although not essential, is regarded as highly desirable.
Salary: £4,689 to £4,962 plus £339 London Weighting.
For further particulars, and application form, write to the General Secretary, NAHT, 1-7 Heath Square, Boltro Road, West Sussex RH16 1BL.

WORCESTERSHIRE
BURSAR and CLERK to the Council
required at
ST. JAMES'S SCHOOL
West Malvern, Worcestershire
which is an independent boarding school for girls of approximately 170 pupils, together with a Preparatory and Domestic Science College, Hamilton Court, Colwall, near Malvern.
The post, which is non-resident, is considered suitable for a person with similar past experience, a retired Officer of H.M. Forces or someone about to retire on pension. Starting salary £6,000 with annual increments.
The successful applicant will be required to take up appointment not later than 1st January, 1977.
Applications at latest by Monday, 20th September, 1976 with full details of qualifications, experience and names of two referees to: The Headmaster, Mr. J. Leeds Smith, Bursary, Bedford-shire MK40 1EN.
Please mark envelope "Bursar" in top left-hand corner.

Educational Psychologists

DEVON
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGIST
Based at Honiton
NORTH DEVON AREA
SCHOOL PSYCHOLOGY SERVICE
Victoria Chambers, Barnstaple.
Tel. 3
for a temporary post of up to one year to cover duties during the absence of a psychologist on secondment.
Salary scale £5,202 to £6,600, plus responsibility allowance of £213 per annum.
Starting salary according to age and qualifications.
Application form and further details from Dr. Enid Johnston (Ref. EP/76), County Hall, Exeter (telephone 0392 77888, extension 2230), to whom completed forms should be returned by 21st August, 1976.

HERTFORDSHIRE
SOCIAL SERVICES
EDUCATIONAL PSYCHOLOGIST required for Child Guidance Clinic in Hemel Hempstead to work at Silverdale Child Guidance Centre. Post becomes operational from 1st October, 1976. Salary scale £5,202 to £6,660 per annum plus annual responsibility allowance £213. Starting point dependent on age, qualifications and experience.
Responsibilities will include assessment, treatment, collection at Centre, providing reports for tribunals and conferences and liaising with the school and at the Centre. The psychologist will be responsible, the majority of whom will be part-time, and the supervision of their work. Clerical assistance will be provided.
Candidates must possess an Honours degree in Psychology or its equivalent, supervised clinical training, teaching experience and experience as an educational psychologist.
Application forms available from the Divisional Administrative Officer, Social Services Department, Hertford 54222, extension 2230. Please quote reference A.P.13. Closing date 21st August, 1976.

Examiners

ESSEX
EAST ANGLIAN EXAMINATIONS BOARD
for Certificate of Secondary Education
CHIEF EXAMINER IN CLASSICAL STUDIES
Applications are invited for the above post for the 1977 examination.
Application forms and details of the duties available from the Secretary to whom completed applications should be returned by August 20th, 1976.
East Anglian Examinations Board, The Lindens, Lexden Road, Colchester, Essex, CO3 3RL.

Ancillary Services

DORSET
RESIDENT MATRON required in September for Independent Girls' Boarding School.
Apply the Headmistress, Nowton Manor School, Swanage, Dorset.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
SENIOR HOUSE MISTRESS required at girls' secondary school (boys' over 8) for spring term 1977 teaching (evening) duties. Salary and conditions according to Burnham Report. Generous salary negotiable.
Apply in writing, to Headmistress at the school, stating full details and names and addresses of referees.

SURREY
THE ROYAL ALEXANDRA AND ALBERT SCHOOL
Gatton Park, Reigate, Surrey
DOMESTIC BURSAR
The Governing Body of this co-educational boarding school (800 pupils) wish to appoint a Domestic Bursar who will occupy a senior post in the School. He will be responsible to the Headmaster for the efficient and economic management of the domestic side of the School, including the supervision of a staff of 70 and the control of a budget of £300,000 per annum.
The Domestic Bursar will be responsible to the Comptroller of the Foundation for financial matters.
Qualifications and/or relevant experience in institutional management is essential. Child care qualifications and/or experience would be an advantage.
Salary will be by negotiation, but in addition there will be free accommodation of a modern house including heating, lighting and gas supply. Where such accommodation is not required by the successful applicant a salary supplement will be payable.
Applications for appointment, giving full details of age, qualifications, experience and present salary, should be addressed to the Secretary to the Governors, The Royal Alexandra and Albert School, Gatton Park, Reigate, Surrey, to be received not later than 20th August, 1976.

NEWCASTLE upon Tyne
City of
EDUCATION COMMITTEE
CAREER AND FAMILY GUIDANCE SERVICE
EDUCATIONAL PSYCHOLOGIST
Applications are invited from qualified EDUCATIONAL PSYCHOLOGISTS with an honours degree in psychology and teaching qualification for a post on the staff of the psychological service which will be available on 1st September, 1976. The person appointed would work in the school psychological service and assist in the development of the child guidance clinic team.
The salary would be £4,911 to £5,589 plus £312 per annum (Soulbury Scales).
Applications, forms and further particulars may be obtained from the Principal Educational Psychologist, to whom completed applications should be returned not later than 20th August, 1976, at Arthur's Hill Clinic, Child and Family Guidance Service, Douglas Terrace, Newcastle upon Tyne, NE4 6HT.

Miscellaneous

BEDFORDSHIRE
A SENIOR PERSONNEL POST AT THE OPEN UNIVERSITY
FACULTY EDITOR EDUCATIONAL STUDIES
A vacancy has now occurred in the Publishing Division for an experienced editor to join a group of faculty editors (£6,660 - £8,460) responsible for the editorial groups working on the Faculty of Educational Studies. Head as £5,661). Salary according to qualifications and experience. Assistance will be provided with removal expenses in approved cases.
Applications, giving full details of age, qualifications and experience, should be sent to the Personnel Officer, The Open University, Walton Hall, Milton Keynes MK7 6AA, to arrive not later than 20th August, 1976.

EALING
(London Borough of)
EDUCATION SERVICE
TEACHERS' CENTRE POOL
EALING NORTHERN BOROUGH CENTRE
Perivale Road, Greenford, Middlesex
Required for September, 1976, experienced Middle School TEACHER of ENGLISH and MUSIC. The successful candidate will be appointed to the Reserve Pool of Teachers based at the Teachers' Centre in order to be available to teach in the Authority's Middle Schools.
Grade 2 salary is payable to suitably qualified candidate.
London Weighting £402 per annum.
In appropriate cases, subject to conditions, assistance may be sought for legal fees for house purchase, removal expenses, salary substitution and travel expenses.
Application forms may be obtained from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to whom completed forms should be returned by 20th August, 1976.

AN INTERESTING APPOINTMENT
for
A SPECIAL PERSON
Must be a Member of an Girl Guides Association previously with experience of current rules, policy and practice in all local and foreign Associations. Must be fluent in French and have a good knowledge of overseas customs as assistance.
Salary within range £3,021 to £4,629 plus London Weighting allowance of £402 per annum.
Applications in confidence to Personnel Dept., Girl Guides Association, Buckingham Palace Road, SW1W 9XP. Telephone 01-834 6242 Ext. 18.

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
EDUCATIONAL PSYCHOLOGIST required as soon as possible. Suitably qualified TEACHERS (or EDUCATIONAL PSYCHOLOGISTS) will be established teachers of PSYCHOLOGICALLY HANDICAPPED CHILDREN.
Vacancies exist for males/females and applications from college leavers will be considered.
Ability to help with Remedial/Music/Physical Education and/or Youth orchestra will be an advantage.
Application forms available from the Director of Education, Education Offices, Civic Centre, Darwall Street, Walsall WS1 1DG.

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
PERIPATETIC STRING TEACHERS
Applications are invited for the following post:—
HEAD of INSTRUMENTAL MUSIC (Grade 2) to undertake peripatetic teacher duties in strings to-gether with sufficient experience in the form of instruction in the wind and brass part of the curriculum and organisation of the Music Service.
Application forms obtainable from the Director of Education, Education Offices, Civic Centre, Darwall Street, Walsall WS1 1DG.

English as a Foreign Language

BERKSHIRE
READING COMMITTEE
PRIMARY ENGLISH LANGUAGE TEACHER
Grade Asst. Duties
PRIMARY TEACHER is required for September, 1976. In addition to the normal duties of a class teacher, the post is also open to teaching English as a second language where necessary. This post is not suitable for a graduate. Salary scale Burnham Award, Scale 2 (£3,339-£4,629) plus £402 per annum London Weighting Allowance. Applications should be sent to the above address and should be returned to the Personnel Officer.

DEVON
Licensed/qualified TEACHERS of ENGLISH to FOREIGN LANGUAGE STUDENTS wanted to start in September.
Applicants is wanting an ideal position in a beautiful part of the country.
Apply to the Principal, Mrs. Hampshire, Kent.

LONDON, W.2.
QUESTIONS SCHOOL OF ENGLISH
DIRECTOR of STUDIES is sought for this school which is expanding and is to relocate. The successful applicant will be in charge of a new course which is to be planned as soon as possible to start in January 1977. Qualifications and experience should include a degree or equivalent, a recognised teaching qualification and a minimum of five years' experience of teaching English as a foreign language to adults. Salary will be in the £5,000 - £6,000 range. Applications should be made by letter, giving full details of qualifications and experience, to: The Director of Studies, Questions School of English, 26 Craven Hill, London W2 3EN.

SUSSEX
Small experienced FE/HE establishment requires full-time TEACHER of ENGLISH as a FOREIGN LANGUAGE. Applicants should be graduates with TEFL qualifications and/or experience. Salary will be negotiable according to qualifications and experience. Apply in writing to Box 0254 The Times, WC1X 8EZ.

LANGUAGE Teachers required for September by independent university-entrance tutorial college in Cambridge for German and Spanish. Write Box 0255 The Times, WC1X 8EZ.

RUNNING a Field Trip this Summer? Need a Coach? Contact Trevor Lodeboer, Modern Languages Centre, for good selling, close to coast and Barbarossa Museum, and conscious laboratory, etc., very favourable rates. Phone 0273 556644 (day) or 0273 552420 (evening) for full details now.

Appointments Wanted

LONDON
YOUNG TEACHER
(female)
Bedford 3 (G.E.) Bachelor of Arts (Hons.) in English. Cert. Ed. with distinction. Three years' teaching experience in Secondary Modern School. Seeks job in city or small town in Home Counties. Willing to live in. Available in autumn. Apply Box 0253 The Times, WC1X 8EZ.

Please apply in Penny Marlow, 7 Brampton Road, Kingston-upon-Thames, London SW15.
Tel. 01-546 8656.

ANGLO-GERMAN couple—he a nursery teacher and she a graduate—qualified and experienced, seek employment home or abroad. Please write: Box 0252 The Times, WC1X 8EZ.

AUDIO-VISUAL SPECIALIST, qualified teacher, seeks academic or administrative appointment applying widely. Anglo-American experience in multi-media and overseas situations.—Write Box 0172 The Times, WC1X 8EZ.

BARGAIN OF THE WEEK. Bright honours graduate, 2 years teaching certificate in Education, with three years industrial experience will work for reasonable quantity of human labour. Evenings, invited. Short or long term. Home or abroad. Box 0251 The Times WC1X 8EZ.

E.F.L. teacher, fluent French, seeks position in friendly, international hotel. Box 1242 The Times.

FRENCH student seeks post as Nursery Assistant, Governess, Au Pair in Sheffield area.—Miss M. Mansfield, 72 Ecclesall Rd., W, Bridgford, Nottingham.

SCIENCE graduate. Experience (M.Litt.), in industrial relations, technical sciences, requires position starting London Wedding 1977. Write Box 0250 The Times, WC1X 8EZ.

TEACHER of English, 1 year experience, seeks post in Switzerland. Write Box 1243 The Times.

TEACHER wishing to travel, Australia, New Zealand.

Educational Courses

HELP CHILDREN REACH UNDERSTANDING
Increase your confidence to teach by learning to utilise every daily lesson in basic teacher training.
Take the Effective Education Association Correspondence Course which is running now. Monday to Friday 5.30-7.30 p.m. each evening, and on Saturdays and Sundays 10 a.m. to 5 p.m. only in the summer holidays.
The course is based on practical teaching aids developed by Miss Sybil Richard.
Contact Mrs. Judy Gow, B.A. (Hons.) (Lond.), Dip.Ed. (Oxon.), Assistant Director, Effective Education Association, Dalebrae, Lower Road, East Grinstead, Sussex.
Telephone 23662.

TEACH ENGLISH ABROAD
Linguarama Ltd. will be holding a course in the TEACHING of ENGLISH as a FOREIGN LANGUAGE during the period 14th August to 10th September.
The course is residential and will be held at three centres in Oxford, Cambridge and Bedford (Bedford College of Higher Education). Applicants should be graduates or have a University Degree or a Teaching Certificate (or equivalent qualification).
A number of teaching posts in Portugal, Spain, Thailand, Japan, Finland, Italy and Iran will be available for successful trainees for the academic year 1976-77.
The courses which are conducted by Direct Method approach, consist of each session being run for several full days. Fee including full board and lodging, single study room and all meals as well as the use of all facilities are £60.
To the cost of a seven-day course is added £10 registration fee.
For further information please write to Linguarama Ltd., 81 Regent Street, London, W.1. Attention: Simone Wilkie, Courses.

BUSINESS Studies Teachers required for September by independent university-entrance tutorial college in Cambridge for German and Spanish. Write Box 0255 The Times, WC1X 8EZ.

LANGUAGE Teachers required for September by independent university-entrance tutorial college in Cambridge for German and Spanish. Write Box 0255 The Times, WC1X 8EZ.

RUNNING a Field Trip this Summer? Need a Coach? Contact Trevor Lodeboer, Modern Languages Centre, for good selling, close to coast and Barbarossa Museum, and conscious laboratory, etc., very favourable rates. Phone 0273 556644 (day) or 0273 552420 (evening) for full details now.

Personal

Announcements

AGENCY REQUIRES TUTORS
IN ALL MAIN SCHOOL SUBJECTS
TEACHERS and GRADUATES required part-time hours through-out Reading, Berkshire and Hampshire. For details and application form send foolscap s.a.e. to:
PERSONAL TUTOR (Dept. T.E.S.), 12 Milking Hive, Sandy Beach.

A PRIVATE ADVANCE
£25 UPWARDS
arranged without security or delay
CAMPBELL & ROBSON LTD.,
107 Jermyn Street, London, S.W.1.
Write, call or phone 01-834 5966.

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Free quotations and qualified advice on all aspects of overseas removals.
Special terms to the Teaching Profession.
Write to Brewer & Turnbull, Prescot, Liverpool.
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Up to 100 p.c. for professionals
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PEACHEY & CO. LTD.
for Mortgages up to £25,000
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58 Queen Square, Bristol
Tel.: 29 1667/8
Marlborough Road, Plymouth
Tel.: 64 1079
Martins Lane, Exeter
Tel.: 7353374
Directors: H. R. Peachey, M.Sc., F.C.A., A.C.I.S., F.B.A., I. R. Richards

HOLIDAY AND POSTAL LOANS
(Loans £50 to £1,500 without security. Richmond Investments Ltd., 4 The Quadrant, Richmond, Surrey. 01-940 9436.

HOME PURCHASE ADVICE
Whether you need a 100 per cent or a 20 per cent mortgage we may be able to help you save you money.
Building Society mortgages available, Absolutely no charges.
Contact Winslow Sherriff & Co. Ltd., 1 Bank Buildings, Guildford, Surrey. Telephone Guildford (0483) 38800/4.

IMMEDIATE ADVANCES
£50 to £10,000
REGIONAL TRUST LTD.
8 Clifford Street, New Bond Street London, W.1
Phone: 01-734 8761/3 01-734 3914

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J. LUSTER LTD.
Royal London House
166 Deansgate
Manchester M3 3WJ
061-834 2249

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Advance £10 upwards, repay by post
178 Regent St., W.1. 01-734 5819

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The second-hand and rare book shop devoted entirely to literature, Open 9a.m.-6p.m. Mon.-Fri. Every Poetry reading every Tuesday at 7.30 p.m. 5 Denmark Street, W.C.2. Telephone Available.

100% MORTGAGES AVAILABLE FOR TEACHERS
Also remortgages at Building Society rates. Specialist plan for part-time teachers. Every assistance given.
ROBERT MORGAN ASSOCIATES
Freepost (G.U.15), Guildford Surrey
Guildford STD (04853) 70670
London STD (01) 875 3124

ALL ADVICE ON MORTGAGES and loans purchased. Free personal Lautzer. A telephone call could save you thousands. 100 per cent loans to qualifying applicants. Telephone 01-885 1284.

BOOKS urgently needed. Greek vocabulary and school readers for home by British and Foreign Bible Society. Please send to: Bible House, Swindon, Wilts. (0734) 34148.

BUILDING SOCIETY mortgages and mortgages up to £50,000. Up to 95 per cent of purchase price. Up to 100 per cent mortgages for Building Society borrowers. Phone Joint Mortgage Advisory Service 0628 (9.30-6).

FERTILE Knicker Egg Available.—Orpington 24921. Mrs. Hilsdon. Box. Kent.

GRAMOPHONE records purchased or exchanged from your used stock. Please send details of title and condition to Record Service, Dept. TES, 2 Bridge Street, Hemel Hempstead, Herts. Telephone Hemel Hempstead 5040.

HARMONIUM required for teachers and boys' training purposes. Please state price, condition, etc., to Box 0249 The Times, WC1X 8EZ.

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Cinema

Mad smile of a hollow civilization

Robin Wood on 'Buffalo Bill and the Indians'

I have argued at length (in *Movie* 21) that Altman's work — maddeningly uneven, frequently confused, pretentious and dislikeable, sometimes brilliant — is central to the movement of the American cinema of the past decade; even before Watergate, he was the ideal post-Watergate director. He is an artist who is no longer able to believe in anything, and scarcely even wants to; his tendency, therefore, is to ridicule rather than to seek. In this respect, his work is in marked contrast to that of the other central figure of contemporary Hollywood, Arthur Penn: the release of *Buffalo Bill and the Indians* just two weeks after *The Missouri Breaks* makes for a most instructive comparison.

Both directors are deeply involved in American and Americanness; where Penn repeatedly sacrifices for tentatively proffered alternatives to established American society, Altman can only heap on his contempt — the ending of *Nashville*, with the crowd's mindless chanting of "It don't worry me", after the assassination of the star and the arbitrary, pointless birth of another, epitomizes his view of his country. The individual is never cleanly separable from the ideology within which he exists — it is deeply structured within him. Consequently, merely to despise one's country is merely to despise oneself; the confusion of which Altman's films are made is basically a form of self-hatred, which his arrogance thinly masks.

He has said that *Buffalo Bill and the Indians* is his contribution to the bicentenary celebrations; in relation to his career so far, it is a perfectly appropriate one. The film tells us little about the Indians, but a great deal about the effect on the white psyche of their subjugation. It is obvious enough (the Western has demonstrated its repeatedly) that to the American national consciousness the Indians are more than a people and a fact of history: associated with nature, freedom and the wilderness, and representing a whole different intuitive perception of life, they are also internalized as the Ribido repressed by the Puritan consciousness. The destruction of the Indian was the destruction, symbolically, of the instinctual self, a murder to which the skyscraper is, in its dehumanization and its rejection of the earth, a fitting memorial.

The fact that, even in these days of attempted atonement, the Hollywood cinema remains quite impotent to create a sense of an authentic Indian culture is in itself extremely significant. In his film, Altman presents white American civilization as a hollow shell, emptied of all reality and authenticity: only Sitting Bull has access to reality, and the film can present him only as an enigma, remaining external to him like the participants and managers of Buffalo Bill's Wild West Show. The film is about the construction of the American ideal, the American hero validated by his suppression of the Indian, the ideal raised on the denial of all instinctual life, hence spurious, fraudulent, self-deceptive.

The Wild West Show is precisely that: a spectacle, a mere surface display. With the denial of the Indians and all that they represent goes the ludicrous attempt to annexe to the sham heroic ideal the superficies of European culture, in the persons of the succession of continental sopranos Buffalo Bill (Paul Newman) imports, as mistresses and status symbols. None of the whites is satisfied: Altman shows each at some point (and Buffalo Bill repeatedly) caught in moments of failure, self-doubt, vulnerability, with the sense that it is ultimately themselves that they are cheating. In humiliating the Indian the white man humiliates himself; in destroying the Indian he destroys himself. The white men, inwardly recognizing their own emptiness, are trapped in awareness of time and transience; for the Indian, able to live intuitively, in harmony with the earth's movement, time doesn't exist. Two key scenes in the film beautifully sum up this opposition: Sitting Bull's ride out from camp to observe a ritual, totally oblivious to the chaos and panic his unexplained temporary exodus precipitates; Evelyn Loar's rendering of "The Last Rose of Summer", moving all the white people to futile, essentially self-pitying tears.

Only Anne Oakley (Geral Chaplin) feels any degree of sympathy with the Indians, as Shaw's only woman perform struggling to assert herself i man's world. Hence the beau the film's last shot. Earlier, the troupe posed for a photogr Sitting Bull and his Indian i proter Halsey attempt to s beside Annie; Buffalo Bill, h tried unsuccessfully to force t to stand with the other Indian cynically arranging to have faces pasted over theirs when news of the presidential visit rupts the sitting altogether. A end of the film, Sitting Bull is Halsey has sacrificed his integ by acting Sitting Bull in the S and we are left with Buffalo fixed mad smile of triumph in arena. Then the final credits run over the photograph that never taken: Sitting Bull Halsey standing in stole besido a smiling Annie: a fulfilment made poignant by knowledge of its impossibility.

"Buffalo Bill and the Indians" showing at the ABC, Shaftesbury Avenue, and is on general re

Dance

Acrobats of God

Rosemary Hartill on Martha Graham

Whether you love or hate Martha Graham, there is no disputing that her company's recent season at Covent Garden has been a great popular success. For years, she struggled against apathy, abuse and ridicule. Now people have been queuing for returned tickets. One critic referred to the season as "magnificent", another likened her to Picasso; the reviews in general have been excellent. The former enfant terrible of the dance world has now become its grand old lady.

And justifiably so. Her revolutionary technique, based on the most natural of the body's movements — the tension and release, the contraction and expansion of breathing — is now part of the dance heritage. Absorbed into the work of choreographers like Glen Tetley, Jerome Robbins and Christopher Bruce, it has had a profound and liberating influence on the development of the contemporary dance.

But what were Miss Graham's own jealously guarded works like? For many of us, this season was the first opportunity of seeing them and we looked forward to it with a certain amount of trepidation. Was her choreography really as limited, self-conscious and formless as some of the balletomanes claimed? And was she really as mesmeric a personality as some of her disciples put about? And what about the company itself? A few years ago it was said to be in danger of disintegration. Had she really managed to pull the strands together in another superhuman trial of strength and stamina?

Janet Eilber and Peter Sparling in a scene from "Diversion of Angels".

Sitting at the side of the stage, Miss Graham herself introduced the season. Someone once said of her that she whispers louder than most people scream. Face to face she must be mesmeric. I had expected long-faced earnestness; instead this speaks quietly, serenely and dryly about her life and work. "Dancers are the acrobats of God. If anyone needs to ask me whether they should become a dancer, I always say no. We are the carriers of life and legend," she quotes. "Who knows what frescoes are within the skull." At the end of each evening for the rest of the season, the curtain rose on her tiny theatrical figure on that huge, lonely stage. Sometimes she would look as haunted and as exhausted as if she had danced every step herself. It is a great pity that she resisted the filming of her dancing for so long.

She has created more than 150 works, of which 12 were presented. The earliest, *Lamentation*, dates from 1930; the latest *Clytamnestra* (in three acts) from 1958. A 1975 dance was originally scheduled, but, most disappointingly, it was replaced, so there was no opportunity to see the kind of work the Company is creating now.

Lamentation is an extraordinary piece, an expression of the most terrible grief by a sitting, single figure enfolded in a long blue tube of material which gives but never frees. In other works, the clarity and strong expressive theatrical lines of the choreography are enhanced by the brilliant combination of Isamu Noguchi's spare and striking sets with Jean Rosenthal's dramatic lighting. The exuberant and enjoyable *Diversion of Angels*, with its strong driving score displayed the technical strength and discipline of the Company as a group, particularly the marvellous fluidity, balance and excitement of Takako Asakawa's dancing. She is to the Martha Graham style what Fonteyn was to the classical ballet.

But I found some of the choreography disappointingly disjointed, and the later 1950s works, in particular, were self-conscious and one-dimensional. So much of the choreography seems to lack real development and structure. Even *Diversion of Angels*, which is a lyric ballet about youth and first love, seemed curiously earthbound and limited in expression compared, say, with Robbins's Dances at a Gathering, which has a similar theme.

At the beginning of the second week, I went to see *Clytamnestra*. "Marvellous, marvellous," hissed the German lady next to me as the curtain went down at the end of the first act. "Marvellous, don't you think?" she said. "Well . . ." I muttered nervously, looking round at the clapping audience. "Well . . . could you tell me which dancer was Cassandra and which was Helen . . . and which was . . ." She clapped harder at the curtain. ". . . and didn't you find the score a bit trying, and the range of feeling limited, and the choreography rather *dated*?" I enquired timidly. Another pause while the applause died down. "The music," she said finally, "I did not like. As for the story, it does not matter. But", she added triumphantly, "I *love* Martha Graham."

Theatre

Life is a cabaret?

John Peter on 'A Chorus Line'

A Chorus Line (Drury Lane) is the most original musical I have ever seen. It comes to us laden with honours from Broadway, which is usually enough to cause any right-thinking person to turn and run as fast as he can in the opposite direction. It comes, too, with the reputation of being about something serious, which is the sort of praise that has sunk many a decent little musical by loading it with portentous critical nonsense.

The fact is that the musical is a thoroughly extrovert genre and you inject reflective seriousness into it at your peril. Michael Bennett has done it with great skill, which considers principally in knowing exactly how far he could go. His musical really is about real people, and in a painstakingly real situation: an audition for dancers for a musical show where something more than just dancing will be expected from the successful applicant, namely acting. So it is like watching the auditions for this very show. It also means of course that we are in show business, the simple material of the American musical; and it also means that, for the 17 competitors, what is about to happen is a matter of survival. They are not a particularly successful bunch and they all desperately need work.

And so the poignancy of *A Chorus Line* comes from the contrast between glamorous aspirations and the tatty, humbling needs of life. The show is quintessentially American in that it is all about success; but it is adventurous in that it also has the courage to take a long, unblinking look at those who fail. When the winning dancers finally selected you share with them their sigh of relief; but by this the losers are also your friends. The final exuberance is tinged with sadness. The show ends in a glitter dance number which shows all the complete and slightly inhuman polish and precision of professional chorus line; but by this time you look at it without illusion because you have seen the ag that had gone into it. Dancers show says, are people.

To come to this point, Mr Benn has to get over a difficult hu Dancers may be people, but I pect that as for choreogra some are more people than ot and I watched uneasily as director of the Slava Zitch (Z Varum) got his auditioners to about themselves. Why did start dancing? What was father like? What are secrets?

Oh, really? Personally, I this is a piece of wishful thin the chorus dancer's dream in ho/else is not just a pair of le also a soul in which another takes a genuine interest. believe a word of it; but ther not have to for very long. device is clumsy, but the rest show has a vitality and exub that make you forget the Mr Bennett has created a gallery of thumbnail sketches vidual, funny, often touchi hardly ever sentimental. Yo if you like, read *A Chorus Li* sophisticated, oblique comm the great American cult of and the bitter and hilarious man the competitive animal can also take it as a piece ningly contrived and hugely tive entertainment. What usual is that it works both still remains unpretentiously itself.

Two for Berlin

Two well-known young people's theatre companies have been invited to take part in the British Cultural Week in Berlin. Heatham House Youth Theatre are to perform *Wrecked*, a new musical by Steve Bellwood, suggested, according to the poster, by a play by William Shakespeare, which is to be directed by Michael Richmond. Two performances will be given at Heatham House, Twickenham, on August 18 and 19, before the company for Bremerhaven on August

Birmingham Youth Theatre tribution to the festival is *The 7th*, which was the co of *The 7th*, which was the co first showing show, written Speakman and Derek Nich first soon in the Birmingh 1973. It concerns the who attempt to occupy a who forces his company and makes various bids

vision

time and a place

ristopher Griffin-Beale

Christopher, BBC 1's series of plays by children under 17, ed from an entry of 5,000, an excellent start last week.

heed my only quibble is with ale's clever but demeaning pun. e players represent far more n often popularly implied by play. The children may have ve plots, but there is nothing ewer facile about them, and ed for any special dispensa- ay easily survive the most you judgment.

e choice of Morecambe and s presenters not merely ed an audience but also ed a relaxed, amiable kers for the interviews with ung playwrights which inter- d the uniformly well-staged s.

e of the plays in this first pro- ed a surprise twist at the ealing conscious deception e characters. Two people d in a lift are distracted into esting revelations which d them to blackmail from their companion, an old tramp Bags) who—it transpires— a living out of stopping the and similarly embarrassing its ame.

e other play had Morecambe ise themselves as publican ueller in a Cornish inn, con- ublicity visitors with hoary old horror stories. This offered Morecambe an opportunity for s bits of business with a ed bird perched on his shoulder es of Long John Silver) and ous recalcitrant, dog glove- t. Both Eric and Ernie in- local Mummerset accents were nothing like Cornish, the ounced 15-year-old playwright, Soper, weaned them. ree two playlets could both been slightly cut, but the ed *Brief Encounter* by 15- Sean Pettler, had an almost flawless economy and point. Jean Anderson and Rudolph Walker were ideally cast as the prejudiced dowager and amiable black doctor who meet at cross purposes over identical packets of biscuits at a station buffet table.

She mislays her packet and starts his packet. He plays along with what he judges as a friendly English habit of sharing biscuits, while she diagnoses an alien lack of manners—at least until he helps her with her bags and she discovers her mistake. "This would never have happened before nationalization", she earlier complained to the buffet attendant. Susan Pettler said she based this on a true incident, but she has observed and shaped it with the concise wit of a classic revue sketch or short story.

If the subsequent selection of plays matches this programme, it will be quite an exceptional light entertainment series by the standards of adult writers. In tonight's programme (BBC1 16.50) the comedy play—in which Morecambe and Wise themselves perform—is contributed by a seven-year-old, and next week they enact the work of the series' youngest playwright, four-year-old Sean Davis from Buckinghamshire.

* * *

Word of Mouth, a series of six programmes which started last night (BBC 2), spun off from a *Second House* documentary, is devoted to celebrating and examining regional accents and dialects.

As Melvyn Bragg explained in his introduction, local dialects—and accents, which are equally important—were reserved for "the despised intercourse of ordinary people", deferring to a superior "accent of acceptance and authority".

But now local dialects are resurgent, and the programme examines them through film and expert comment. That is easier said than done, and easier said than seen. Though a fascinating subject, it is neither easily tractable nor obviously visual.

The first programme, *The Big Yin and the Wee Yin*, contrasted the accents and dialects of Glasgow and Edinburgh, and the social and cultural differences they betray. It suggested that the producers had not entirely overcome these difficulties, but neither had they dulled the subject's inherent fascination.

Certainly there was nothing as distinctive or pointed within the programme as the brief examples of dialect phrases from around the country that preceded the opening titles.

Instead the programme relied on people talking about talking, juxtaposed in what is mosaic fashion. But the experts are generally talking in their own accents. So we have Glaswegian John Rafferty asserting that the Edinburgh dialect (dubbed Morningside after one of the city's districts) has its own song, whereas Glasgow dialect does not: a claim belied by the quite distinctive tune in which it was delivered.

The contributions were held together effectively by young Glasgow comedian, Billy Connolly, interviewed cue in hand in a Glasgow billiard hall, an unconventional choice of location that for once enhanced the interviewee, rather than distracting from his characteristic illustrations of the antagonism between the two cities: "There's more fun at a Glasgow funeral than at an Edinburgh wedding."

The series is partially, though not primarily, interested in the literary uses of dialect. In this programme we had two poets, Robert Garioch, who deliberately collects archaic words to use in his poetry, and Tom Leonard, who defiantly rejected any suggestion that dialect limited the appeal of one's writing. "If you want to communicate with the most people, you should learn Chinese." Tom Leonard read his Glaswegian version of the Ten Commandments ("Nae GBH, except in war . . . or I'll burn the lot of youse") and a bitter poem about the 6 o'clock news, pinpointing the connexion between accent, social class and the "truth" of a speaker and what he is saying.

The film sequence hinted at these connexions, which Bragg explored in the studio discussion with Stanley Ellis from Leeds University, one of the country's foremost academic specialists in this field. It was all the more surprising to hear David Murison, from the *Scottish National Dictionary*, declaring that working men from Glasgow and Edinburgh would find more in common with each other than with the professional classes, as though he had made some momentous discovery.

But these connexions will be more vigorously pursued in next Thursday's programme, *Cockney Lives OK*, featuring the retired dockers' unofficial leader Jack Dash, and in the final programme *The New Men of Kent* (September 9) which explores the impact of miners who moved into Kent in the 1930s to work in the Betteshanger colliery.

Later programmes will feature the Liverpool dialect with the archetypal teenage Scouser, Scully (August 19) and Geordies (August 26). The fifth programme (September 2), *The Way You Work is the Way You Talk*, studies the particular language of the fishing industry. That looks exceptionally interesting, but they should all be worth watching—and even more worth hearing.

* * *

Among this summer's plethora of repeats—some period pieces, some still retaining their original power —is one outstanding, comparatively recent documentary that might appeal to children (if given a more appropriate timing), included in ITV's *Command Performance* series, based upon viewers' requests, should learn Chinese." (Next Tuesday, 22.30.)

Beauty, Bonny, Daisy, Violet, Grace and Geoffrey Morton (a sure contender for an award for television's longest title) are the names of some stolid shire horses, and the Yorkshire farmer who both employs and cherishes them.

Made by Frank Cvitanovich for Thames in 1974 and entered, belatedly, for this year's Italia Prize, the film is a most sensitive study of the natural cycle of farm and horses and of man's interrelationship with that cycle. There is minimal commentary apart from the comments of the farmer, Geoffrey Morton, himself.

"Otherwise, the film relies upon Mike Fash's outstandingly atmospheric photography—images of the mist rising off the fields over the ploughing shire horses remain vividly in the mind almost two years after transmission. This is married with subtle sound effects and editing, building to two natural climaxes, the servicing of a mare by a stallion halfway through the film, and the birth of a foal at the end, both natural events heavily influenced by human agency.

The birth—at night in the farm stable—required the presence of a vet and the patient endurance of the film crew awaiting it. The meeting of visiting stallion and mare is accompanied by the farmer's ribaldly soothing comments. When the stallion has swiftly accomplished his business, he remains flopped out on the mare "just admiring the view" over the mare's head. Meanwhile a little boy looks on inquisitively.

That raises an interesting question. Much of this film would definitely and uncontroversially fascinate children. Arguably the sensational, yet unflinching matter-of-fact observation of these two natural events, strips them of fear and solemnity, yet retains a certain dignity and mystery. This could make the film as a whole an even more valuable experience for children. Teachers and parents have the chance to judge this, but they should not rules it on their own account either.

Folk music

Confusion and clarity

Michael Grosvenor Myer

The Dubliners' latest record, *A Parcel of Rogues* (Polydor 2383 387) is not over-exciting. Singing is bland and harmless, instrumentals, with whistle predominating, are rhythmic but uninspired. The group seem to have settled into a predictable style, producing a series of albums which only faintly echo their ancient gutsy glory, now, it seems, faded past recall. "Killieburne Burn" is the only track with any real life to it.

And how silly it is to use this song as the title track. Not that it makes for a bad title; indeed, it is such a good one that Steeleye Span used it for one of their albums only a couple of years ago. Surely someone at Polydor must have remembered. Steeleye and Dubliners are not all that dissimilar, after all: both popular groups specialize in traditional songs and dance tunes. Such potentially confusing copycattery is foolishly wilful.

Nothing wilful, though, in another recent pair of namesakes; merely unfortunate. Topic and Trailer have had to issue handouts to all reviewers and DJs, begging us to distinguish carefully between two almost simultaneous issues, *Green Grow the Laurels* (Topic 12TS285) and *Green Grow the Laurel* (Trailer LER 2096). Fortunately, they are quite distinct in content, Topic's plural Laurels, subtitled "Country singers from the South" is the last of a series of collections of field recordings from Southern England by Mike Yates; Trailer's singular ditto consists of Irish songs sung by Tommy Dempsey, with fretted instrument accompaniments by John Swift.

The Topic record will therefore appeal most to specialists in traditional source music. There is some excellent stuff on it, notably Louise Fuller's "Hopping Down in Kent", and Harry Upton's impressive version of "The Banks of the Sweet Dundee".

Green Grows the Laurel shows Tommy Dempsey to be a rather mannered Irish singer, good but by no means outstanding. He has an interesting rebel variant of the recently chart-topping "All Around My Hat" (Steeleye Span again—who else?), called "The Tri-coloured Ribbon".

Trailer's best issue of late has been another of the admirable *Cyril Tawney's Forays into the unexpurgated manuscripts of the Reverend Sabine Baring-Gould*, late Victorian parson-squire from Devon, author of "Onward, Christian Soldiers", and original collector of "Widdicombe Fair". *Under the Bells of Down Among the Barley Straw* (LER 2095), Tawney has brought together a set of seduction songs of the reverend gentleman's collecting, including the well-known "Strawberry Fair" in its pre-lapsarian state.

Sweeney's Men are a long-distance Irish trio, whose members have all gone on to greater renown; Johnny Moynihan and Andy Irvine to Planxty, and thence to solo work; and Terry Woods to be a founder-member of Steeleye Span, and, with his wife Gay, to move into a top niche of contemporary folk-rock. But Transatlantic's reissue of an early Sweeney's Men disc, *recorded 1968* (TRA SAM 37) is more than just a nostalgia-wallow. It is a valuable retrospective, and good to listen to in its own right.

Pelleted music

Robin Maconie

Joscelyn Godwin: Schirmer Scores, a Repertory of Western Music. Collier Macmillan £6.50.

This is an exceedingly large book for a paperback, and I haven't the slightest idea why it is called *Schirmer Scores*. Joscelyn Godwin has attempted something extremely praiseworthy, which is to write a concise history of Western music in which the emphasis for once is focused firmly on complete specimens of the art. The bulk of the book is taken up with score reproductions, which, being taken from a vast range, inevitably are of small size requiring a stimulating variety of printing styles. The author's text, contrary to appearances, is brief and to the point. He divides his subject not by period but by function and idea, though within each section (e.g., Music and Poetry, Plainsong and its Progeny) examples are chronologically ordered. Recordings of examples are listed.

It might be tempting to treat the whole as a convenient package history; and could do worse. But the book's real merit is in encouraging an exploratory approach to music which eschews formal categories and traditional received opinions. The author's own strengths are the medieval and renaissance periods; he is also committed in a rather old-fashioned sense to the nineteenth century, but coverage of the classical and twentieth-century repertoires is sketchy and inconclusive.

Many important recent composers are omitted because permission to reproduce scores could not be obtained. But for all that, the book is excellent value for money, as an essay in music history to be read and listened to.

Tolstoi and his wife at their home near Moscow, Yamaya Polyana. A picture from the Tolstoi exhibition at the British Library, June 3 to August 30 (reviewed in TES *June 11 by David Budgen).*

Textile exhibitions

The following paragraphs of Betty Tadman's article "Cloud of many colours" (TES 30.7.76) *were inadvertently omitted. They read as follows:*

Once again, Camberwell School of Art presented a collection of woven and printed fabrics at Colmore House. The textile industry has a close tie with Camberwell. Each student spends some time working within it, and some study abroad through exchange studentships, so that there is an international feel to the presentation.

It is always a thrilling experience to see the work of these third year students. The variety from year to year and student to student is an indication of the care and interest given to each designer by the staff of this highly professional department. I can think of no other college which so continues to impress me.

Betty Tadman